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ABSTRACT

In order to evaluate the content of the courses and programs of the Moraine Park Technical Institute (MPTI) and to identify weaknesses and strengths in meeting the needs of the employee and employer, an in-depth evaluation of the school's five departments (trade and industry, business education, health occupations, agriculture, and general education) was conducted in 1973-74. A total of 1,021 responses were retrieved from 43 MPTI instructors, 36 advisory committee members, 6 area employers, 117 MPTI students, 51 MPTI graduates, and 10 management staff members participating in a Nominal Group Problem Identification session. These responses were supplemented by the results of a questionnaire completed by 104 advisory committee members and 84 area employers. Major problem area discovered include: the need for revisions in course objectives and materials; suggested changes in district policies, rules, and regulations; a need for additional or updated facilities; a desire for additional courses and programs; suggested changes in the scheduling of classes and classrooms for students and instructors; a need for better instructional methods; and a need for better communications, better couseling and testing of students. Twenty-four recommendations are made, and data are organized into 38 tables. (NHM)

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Final Report

Project No. 10-004-151-224

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COURSE CONTENT
AND
PROGRAM EVALUATION MODEL

Mary Patricia Callahan, Research Specialist

Arthur Marson, Research Assistant

MORAINE PARK VTAE DISTRICT
Fond du Lac, Wisconsin

Robert P. Sorensen, Ph.D., District Director

Arthur Weiner, Administrator-Research and Development

July, 1974

JC 760 112

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TABLE OF CONTENTS

List Of Tables . . . . i-ii
Project Staff iii
Acknowledgments iv
Abstract v

INTRODUCTION

Purpose Of Course Content And Program Evaluation Project . . 1
Participation In Course Content And Program Evaluation Project 3
Nominal Group Participation Tables 8

METHOD

Definition Of Nominal Group 19
Nominal Group Method - Phases I-V 19-21
Adaptation of Phase I On A Local Level 21-22
Outline Of Nominal Group Method As Used In This Study . . . 22-23

RESULTS

List Of Abbreviations 24
Categories 25
Definition Of Categories 26-33
Introduction To Transcribed Responses And Categorization Of Transcribed Responses 34-36
Transcribed Responses - Trade And Industry Department . . . 37
    Instructors - Fond du Lac, Group No. 1 38-40
    Instructors - Fond du Lac, Group No. 2 41-44
    Instructors - Beaver Dam 44-46
    Employers - Metal Fabrication And Welding 47

Students - Metal Fabrication And Welding 47- 49

Advisory Committee - Mechanical Design And Drafting . . 49- 51

Students - Mechanical Drafting 51- 54

Graduates - Mechanical Design 54- 56

Students - Engine Technology 56- 59

Graduates - Engine Technology 59- 61

Advisory Committee - Industrial Engineering Technician . 61- 63

Students - Auto Body 63- 66

Graduates - Auto Mechanics 66- 68

Students - Electronic Servicing 68- 71

Graduates - Electronic Servicing 71- 73

Students - Office Machine Servicemen 73- 75

Students - Machine Tool Operation 75- 77

Students - Machine Tooling Technics 77- 79

Categorization Of Transcribed Responses - Trade And Industry Department 80-117

Transcribed Responses - Business Education Department 118

Instructors - Fond du Lac, Group No. 1 119-121

Instructors - Fond du Lac, Group No. 2 121-122

Instructors - West Bend 123-126

Advisory Committee - Fashion Merchandising, Marketing, And Industrial Marketing 126-129

[illegible]dents - Industrial Marketing 129-131

[illegible]loyers - Accounting, Account Clerk, And Data Processing . . 132-134

Students - Data Processing 134-135

Graduates - Data Processing 136-137

Graduates - Accounting 138-140

Advisory Committee - Clerk Typist, Secretarial Science, And Secretarial Science-Medical 140-142

Students - Secretarial Science 142-144

Students - Secretarial Science-Medical 145-146

Students - Clerk Typist 147-149

Categorization of Transcribed Responses -
Business Education Department 150-178

Transcribed Responses - Health Occupations Department 179

Instructors - Fond du Lac 180-182

Advisory Committee - Operating Room Assistant 182-184

Students - Operating Room Assistant 184-185

Students - Ward Clerk 186-188

Students - Practical Nursing 188-190

Graduates - Practical Nursing 190-192

Categorization of Transcribed Responses -
Health Occupations Department 193-207

Transcribed Responses - Agriculture Department 208

Instructors - District 209-211

Advisory Committee - Agricultural Mechanics 211-213

Students - Agricultural Mechanics 213-215

Advisory Committee - Farm Training 215-217

Graduates - Farm Training 217-219

Advisory Committee - Food Manufacturing Technology . . . 219-221

Students - Food Manufacturing Technology 221-224

Graduates - Food Manufacturing Technology 224-227

Students - Production Agriculture, Group No. 1 227-228

Students - Production Agriculture, Group No. 2 228-230

Categorization of Transcribed Responses -
Agriculture Department 231-253

Transcribed Responses - General Education Department 254

Instructors - General Education 255-258

Categorization of Transcribed Responses -
General Education Department 259-264

Transcribed Responses - Management Staff 265

Management Staff, Group No. 1 266-268

Management Staff, Group No. 2 268-270

Categorization of Transcribed Responses - Management Staff 271-276

ANALYSIS

Category Frequency Table 277-279

Percent Of Nominal Groups Identifying Problems In Each Category 280-281

Priority Ranking Of Problem Areas 282-283

Re-ranking Of Nominal Group Session Results 284-294

Advisory Committee Questionnaire 295

Purpose And Function Of Advisory Committees 296

Advisory Committee Questionnaire 296-306

Employer Questionnaire 307

Need For An Employer Questionnaire 308

Employer Questionnaire 308-316

Additional Comments And Suggestions 317-318

RECOMMENDATIONS

Recommendations 319-328

Conclusion 328-329

SUMMARY

Summary 330-331

Bibliography 333

APPENDIX

Appendix A-1 List Of Abbreviations 334

Appendix B-1 Letter To Instructors 336-337

Appendix C-1/C-4 Minutes Of Advisory Committee Meetings . . 339-345

Appendix D-1/D-2 Letters Requesting Re-ranking Process . . . 347-348

Appendix E-1/E-7 Information On Instructor Recruitment And Participation In The Study 350-358

Appendix F-1/F-5 Information On Advisory Committee Recruitment and Participation In The Study. 360-369

Appendix G-1/G-4 Information On Employer Recruitment And Participation In The Study 371-380

Appendix H-1/H-5 Information On Student Recruitment And Participation In The Study 382-388

Appendix I-1/I-3 Information On Graduate Recruitment And Participation In The Study 390-392

Appendix J-1/J-3 Information On Management Staff Recruitment And Participation In The Study. 394-396

Appendix K-1 "Distribution of Results" Letter. 398

Appendix L-1 Telephone Calls 399

Appendix M-1/M-7 Letters Received During The Course Of The Project 401-407

LIST OF TABLES

TABLE 1 Participants In Nominal Groups 9
TABLE 2 Participation Summary - Instructors 10
TABLE 3 Recruitment Summary - Advisory Committees 11
TABLE 4 Advisory Committee Membership 12
TABLE 5 Participation Summary - Advisory Committees . . . 12
TABLE 6 Recruitment Summary - Employers 13
TABLE 7 Participation Summary - Employers 14
TABLE 8 Recruitment Summary- Student Nominal Group Sessions 15
TABLE 9 Participation Summary- Student Nominal Group Sessions 16
TABLE 10 Recruitment Summary- Graduate Nominal Group Sessions 17
TABLE 11 Participation Summary- Graduate Nominal Group Sessions 18
TABLE 12 Participation Summary - Management Staff 18
TABLE 13 Category Frequency Table 278-279
TABLE 14 Percent Of Nominal Groups Identifying Problems In Each Category 281
TABLE 15 Priority Ranking Of Problem Areas 283
TABLE 16 Re-ranking Data - Agriculture Instructors 287
TABLE 17 Re-ranking Data - Fashion Merchandising, Marketing, and Industrial Marketing Advisory Committee 288-289
TABLE 18 Re-ranking Data - Clerk Typist Students 290-291
TABLE 19 Re-ranking Data - Practical Nursing Students . . . 292
TABLE 20 Re-ranking Data - Food Manufacturing Technology Graduates 293
TABLE 21 Re-ranking Data - Nominal Group Participants Vs. Practical Nursing Class 294

ADVISORY COMMITTEE QUESTIONNAIRE RESULTS

TABLE 22 Trade And Industry Department Background Information 299

TABLE 23 Trade And Industry Department 300

TABLE 24 Business Education Department Background Information 301

TABLE 25 Business Education Department Background Information 302

TABLE 26 Health Occupations Department Background Information 303

TABLE 27 Health Occupations 304

TABLE 28 Agriculture Department Background Information 305

TABLE 29 Agriculture 306

EMPLOYER QUESTIONNAIRE RESULTS

TABLE 30 Background Information - Employer Questionnaire 309

TABLE 31 Sources Used For Filling Job Openings 310

TABLE 32 Projected Employment Needs 1974-1977 311

TABLE 33 Continuing Education 312

TABLE 34 Student Work Experience 313

TABLE 35 Instructional Equipment and Materials 314

TABLE 36 Knowledge And Skills 314

TABLE 37 Job Preparedness Of MPTI Graduates 315

TABLE 38 Wages And Responsibilities 316

PROJECT STAFF

Miss Patricia Callahan - Research Specialist

B.S., Social Welfare, University of Wisconsin-Oshkosh

Mr. Arthur Marson - Research Assistant

B.S., Human Relations, Marian College

Mr. Arthur Weiner - Administrator, Research and Development

M.S., Administration, University of Wisconsin-Madison
B.S., Vocational Agriculture,
University of Wisconsin-Madison

Mrs. Joan Gerlach

Miss Marsha Lemmenes

Mrs. Lari Grebe

Miss Sharon Peitz

Project Advisory Committee Members

Mr. Arthur Weiner - Administrator, Research and Development

Mr. Allen Lindgren - Administrator, Instructional Services

Mr. Carl Smedberg - Administrator, Student Services

Mrs. Phyllis Nagler - Curriculum Specialist

Mr. Arnold Hastings - Marketing instructor

Mr. James Mowbray - Auto Mechanics instructor

Mr. Michael French - Communications instructor

Mr. Orlen Braunscheig - Student

Mrs. Elaine Henrich - Student

Miss Sue Schwamb - Student

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Miss Patricia Callahan, presently employed by MPTI as a Followup Specialist at the Wisconsin Correctional Institution-Fox Lake, was assigned to the position of research specialist in charge of conducting this project. Through her effort and experience she efficiently prepared the groundwork and developed this evaluation for six months before assuming her present duties at Fox Lake. It is through her leadership that the present researcher was able to complete the remainder of this project and to present this final report.

A special thanks goes to Mrs. Joan Gerlach for her services as chief secretary for this project. She efficiently assisted in coordinating and supervising the many functions of this project and in preparing the text for this final report.

Miss Marsha Lemmenes joined the project staff as the raw data from the Nominal Group sessions began to accumulate. Special recognition goes to Marsha for her numerous hours of secretarial and clerical work in preparing communications and in arranging and typing the abundance of information for this report.

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Art Marson

ABSTRACT

A thorough study of full-time courses and programs offered by the Moraine Park Technical Institute in the five departments of Trade and Industry, Business Education, Health Occupations, Agriculture, and General Education has been conducted. A total of 43 MPTI instructors, 36 advisory committee members, 6 area employers, 117 MPTI students, 51 graduates of MPTI, and 10 management staff members participated in this study through their attendance in a Nominal Group Problem Identification session. Also, an additional 104 advisory committee members and 84 area employers participated by the completion of a questionnaire.

From the 263 persons participating in Nominal Group sessions, 1,021 responses were retrieved and appropriately placed in one of 32 categories which were developed. The major categories in which responses have been placed include: Revisions of Courses - Change in Course Objectives; District/School Policies, Rules, and Regulations; Scheduling for Students; Instructional Equipment and Materials, and Advisory Committees.

A significant number of problem areas were identified to allow recommendations to be developed. The majority of these recommdations have evolved from specific responses frequently occuring within one of the 32 categories.

INTRODUCTION

Purpose of Project 1
Participation in the Project 3
Nominal Group Participation Tables 8

PURPOSE

OF

COURSE CONTENT

AND

PROGRAM EVALUATION PROJECT

PURPOSE OF THE PROJECT

> The purpose of the Course Content and Program Evaluation Model project is to evaluate the course content of all courses and programs of the Moraine Park Technical Institute and determine the weaknesses and strengths as they apply to meeting the needs of the employee and the employer.[1]

An in-depth evaluation of the courses and programs offered by MPTI has not been attempted in the past five years. As a result of this and due to the ever changing needs of area institutions, businesses, and industries caused by our rapidly changing technology, an evaluation such as this seemed imminent. It is the goal of this project to receive the insight and views of all persons directly concerned and to determine, according to the information received, whether MPTI is adequately preparing students for employment in a training-related field.

The project includes an evaluation of the five departments in which programs are offered by MPTI. They include the Business Education, Trade and Industry, Health Occupations, Agriculture, and General Education departments. It is a very comprehensive project and includes a number of predetermined objectives. These objectives include: the need for the addition or the deletion of courses and programs at MPTI; the quality and relevancy of instructional equipment and materials; the methods of instruction; the relationship between MPTI and area employers, high schools, and graduates; MPTI policies and regulations; counseling, placement, and testing methods employed by MPTI; the role of advisory committees, and the need to offer refresher courses and/or continuing education programs.

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[1] Wisconsin Board of Vocational, Technical and Adult Education, VE - VE1, Application for Project Approval. Apr. 23, 1973.

PARTICIPATION
IN
COURSE CONTENT
AND
PROGRAM EVALUATION PROJECT

PARTICIPATION IN THE PROJECT

To obtain the most comprehensive input from all persons involved with Moraine Park Technical Institute programs, the Nominal Group Problem Identification Method was implemented to obtain information from MPTI instructors who teach courses for full-time programs, employers of MPTI graduates, members of an advisory committee serving a full-time program, MPTI students who are presently enrolled in their final semester of a full-time program, graduates (employees in area businesses) who have completed a full-time program in the past two years, and finally MPTI staff members. A questionnaire was also developed to gather additional information to supplement the Nominal Group sessions for certain groups of participants.

The entire population of instructors teaching in full-time programs in the three Technical Institute campuses of the Moraine Park district were invited to participate in Nominal Group sessions. (see Table 2.) They were chosen to participate in this project as they form a key link in the evaluation of programs due to their instructional position and also due to their working relationship with both the students and the management staff for the various programs. Also, a valuable tool in the evaluation of the instruction in programs at MPTI is a comparison in how instructors understand problem areas as opposed to how other persons involved in the programs in another capacity understand the same problem area.

A total of nine separate Nominal Group sessions were planned and conducted with MPTI instructors. Selection of instructors for each Nominal Group session, based on homogeneous grouping, was determined by the department in which the instructor taught and by the MPTI campus at which they were located. The instructors at the Fond du Lac campus were recruited by means of the department chairmen; the instructors at the Beaver Dam and West Bend campuses were recruited for Nominal Group sessions by a letter from the researcher. (see Appendix E-5).

The entire population of advisory committee members serving a full-time program at MPTI was selected to participate in this project by means of a questionnaire. Of this population, a sample of advisory committee members was chosen to participate in Nominal Group sessions, prorated according to the number of full-time programs offered in each department and at each MPTI campus. The advisory committee members were contacted by a letter from the researcher signed by the coordinator for the program that the advisory committee serves on, asking the member to complete the questionnaire and/or to participate in a Nominal Group session. (see Appendix G-1)

Since advisory committee members provide a valuable link between MPTI and the public, they are able to provide information considered highly valuable to the evaluation of MPTI programs.

Information regarding the participation of advisory committees in this project is summarized in Tables 3,4, and 5, pages 11 and 12.

A sample of employers from throughout the area was selected to participate in this project to determine the quality of MPTI graduates and their ability to adequately serve area businesses, companies, and institutions. This sample was selected at random from a list of employers obtained from the MPTI followup study, The Link, and from area telephone directories. All of the employers who were contacted by the researcher do not necessarily employ MPTI graduates, but all of the companies, businesses, and institutions employ persons with the qualifications of an MPTI graduate. One Nominal Group was conducted with employers, the remainder of the sample participated in this project either by means of a personal interview or a questionnaire.

Information regarding employer participation in this project has been summarized in Tables 6 and 7, pages 13 and 14.

The entire population of students who are presently in their final semester of a full-time program at MPTI were selected to participate in this project, in Nominal Group sessions. The homogeneous grouping of students to participate in each Nominal Group session was determined on a program basis.

The rationale for including students in this study can best be explained by an article, "Instruction: From the Consumer's View", by J. A. Johnson:

> It is often the individual students who knows best whether or not he is learning. It is the student who knows best when he cannot understand or already knows what is being discussed. It is the student who knows a course is stimulating him to learn more about a subject or whether it is boring him to death. It is the student who can best formulate those fundamental and personal questions so bothering him that he cannot proceed to other academic matters. It is the student who can best evaluate when he is beginning to integrate the process of learning with the problems he continually confronts in life (1967, pp. 289-90).[2]

Although student participation in this project is very important, it must be remembered that students at times tend to select poor teaching methods and unpopular instructors as the target for their criticism, yet, between these few unnecessary responses lies an abundance of highly significant information.

Student participants in Nominal Group sessions were recruited by means of a classroom visit in required courses by members of the Student Senate and by the researchers themselves. (see Appendices H-2 and H-3.) The classroom visit included an explanation of the project and the selection of student volunteers. If more than two students from the particular program volunteered to participate, all students who had volunteered participated in Nominal Group sessions.

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[2] Reprinted from "A Proposed Plan for Evaluation of Instruction" (1972 - 73).

Information regarding student participation in this study has been summarized in Tables 8 and 9, pages 15 and 16.

The sample of graduate participants included in this project was obtained from the followup study, The Link, and from other available lists of graduates. Graduates from the 1971-72 and the 1972-73 school years were selected as they are the most familiar with full-time programs at MPTI as they presently exist. Students from years prior to 1971-72 would encounter too many problems with program and faculty changes to be helpful in this program evaluation.

Graduate participants in Nominal Group sessions were contacted by the researcher by means of a letter (see Appendix I-1 and I-2.) They were selected to participate in this project as they are in an excellent position to determine if their education has properly trained them for their training-related jobs and where changes could have been made to better prepare them.

A summary of graduate participation in this study can be found in Tables 10 and 11, pages 17 and 18.

From the population of management staff[3], two Nominal Group sessions were conducted in order to broaden the perspective of this project and to evaluate problem areas associated with full-time programs on a management level. Management staff members were contacted by means of a letter from the researcher in which they were asked to participate in a Nominal Group session. (see Appendices J-1 and J-2.) Information concerning their participation in this project can be found in Table 12, page 18.

**** **** ****

The procedure that was used to contact volunteers for participation in this project contains several steps, the first being the initial contact either by means of a letter, a telephone conversation, or a personal meeting as was the case in recruiting students. In most instances, after the initial contact was made, the number of respondents was rather small. Therefore, a second letter was sent out to remind the persons who were previously contacted to respond as to whether they were willing to participate in a Nominal Group session.

Many problems were encountered in the initial contacting of participants. Problems basically centered around three groups of participants: graduates, students, and employers.

The most persistent problem in recruiting graduates for Nominal Group sessions was obtaining correct addresses. A majority of graduates had a change in address following their graduation from MPTI. In some cases letters were forwarded and the individual was contacted, and in other cases no forwarding address was available and no contact was made.

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[3] Management staff includes department chairmen, coordinators, student services personnel and library personnel.

Additional problems in recruiting graduates involved the distance many of them had to travel to attend a Nominal Group session due to their being employed outside of the Moraine Park district. Also, problems occurred in the recruiting of graduates from the Industrial Marketing, Account Clerk, Machine Tool Technician, Engine Technology (Power Mechanics), and Agricultural Mechanics programs as names and addresses were available for only a small number of them (1-4).

In recruiting student volunteers for Nominal Group sessions problems were encountered primarily through the usage of an outside group, the Student Senate, for recruitment purposes. (see Appendix H-1.) The Student Senate had been asked to help in recruiting and in many instances did an excellent job. However, there were times when they were unable to contact students as scheduled. In one case, students in the Mechanical Design program were notified of the Nominal Group meeting on the same day as it was to be conducted. In other cases, the Student Senate members omitted contacting students as the class was not in the given classroom at the scheduled time. Futhermore, one instructor refused to permit a Student Senate member to come into his classroom to recruit students.

The students in the Fashion Merchandising program were omitted from this project as this is a new program and there are only first-year students from the two-year program. The researcher felt that due to their unfamiliarity with what they would be receiving in their second year a number of their responses would be of little value to this study. This supposition proved to be true in the case of Production Agriculture students as the quality of their responses was lacking due to their not having completed the majority of the program.

In recruiting employers of MPTI graduates the major problem proved to be the lack of respondents. Even after two separate contacts had been made, 73% of the persons contacted failed to respond.

In addition to this, employer groups for the Farm Training and Production Agriculture programs were not selected to participate in this project as the feeling was that most of the persons to be contacted were self-employed farmers and had very limited exposure in hiring employees, especially MPTI graduates.

Once a person had been contacted and he volunteered to participate in this project, he received a reminder postcard stating the time and location of the Nominal Group session. This postcard was mailed one week prior to the scheduled meeting. It was followed by a reminder telephone call on the day preceding the Nominal Group session for all groups in which four or less persons had volunteered to participate. This final phone call was necessary to insure the conducting of the Nominal Group session as a number of participants had to travel some distance to attend this session.

In spite of these numerous reminders, a number of Nominal Groups had to be canceled due to persons not showing for the meeting.

Many of the problems that were encountered were foreseen and the research team was prepared to handle them. For this reason, a very large sample was chosen to participate in this project. Numerous contacts were made and a large supply of valuable information was collected and incorporated in this report.

NOMINAL GROUP
PARTICIPATION TABLES

TABLE 1

PARTICIPANTS IN NOMINAL GROUPS

Program	Student	Graduate	Advisory Committee	Employer	Faculty and Management Staff
Fond du Lac					
Food Manufacturing Technology Canning and Freezing	X	X	X		X
Food Manufacturing Technology Dairy	X	X	X		X
Production Agriculture	X	None	None	None	X
Marketing			X		X
Fashion Merchandising	None	None	X		X
Industrial Marketing	X	None	X		X
Accounting		X		X	X
Account Clerk		None		X	X
Clerk Typist			X		X
Data Processing	X	X		X	X
Secretarial Science	X		X		X
Secretarial Science-Medical	X	None	X		X
Operating Room Assistant	X		X		X
Practical Nursing	X	X			X
Ward Clerk	X				X
Mechanical Design		X	X		X
Power Mechanic-Small Engine	X	X			X
Industrial Engineering Technology		None	X		X
Auto Mechanics		X			X
Electronic Servicing	X	X			X
Machine Tool Operation			None		X
Mechanical Drafting			X		X
Office Machine Serviceman	X				X
Small Engine-Chassis Mechanic					X
West Bend					
Clerk Typist	X		None		X
Auto Body	X				X
Machine Tool Operation	X				X
Machine Tooling Technics	X		None		X
Mechanical Drafting	X				X
Beaver Dam					
Agricultural Mechanics	X		X		X
Metal Fabrication	X		None		X
Welding	X				X
District					
Farm Training		X	X	None	X

X = Representatives participated in a Nominal Group session

None = No group exists for this program or the researcher was able to obtain only a very limited number of representatives for this group.

TABLE 2

PARTICIPATION SUMMARY
INSTRUCTORS

Nominal Group Participants	Number Invited	Number Excused	Number Participating	Percent
Fond du Lac Campus				
Agriculture Gr. 1	6		5	67%
Business Education Gr. 1	5	1	4	
Business Education Gr. 2	6		4	
General Education Gr. 1	7		4	
Trade and Industry Gr. 1	8		4	
Trade and Industry Gr. 2	8		5	
Health Occupations Gr. 1	6		5	
Beaver Dam Campus				
Trade and Industry Gr. 1	5	1	4	80%
West Bend Campus				
All Instructors Gr. 1	9	2	7	78%
TOTAL	60	4	42	70%

TABLE 3

RECRUITMENT SUMMARY
ADVISORY COMMITTEES

Program	Number Responding			No Response	Total	Number Participating	Number of Questionnaires Returned
	Yes	No	Undecided				
Completed							
1 Farm Training	5	1	1	2	9	5	6
2 Food Manufacturing	5	4	1	1	11	6	9
1 Agricultural Mechanics	4	2		3	9	4	5
3 Clerk Typist *	4	3			7	4	6
3 Fashion Merchandising	6	1		3	10	5	6
2 Mechanical Design	4	5			9	4	7
1 Industrial Engineering	4	8		1	13	4	8
1 Operating Room Assistant	5	4		1	13	4	8
Canceled							
1 Marketing	1	4		2	7		1
1 Practical Nursing	3	5		4	12		6
1 Auto Body	1	5		2	8		3
1 Welding	3	1		1	5		3
1 Ward Clerk **	4	3	1	1	9		7

* One was representative of advisory committee member
** Due to weather

TABLE 4

ADVISORY COMMITTEE MEMBERSHIP

	Program	Number of Members
Beaver Dam	Agricultural Mechanics (NG)*	9
	Farm Training	9
	Welding (NG)	6
Fond du Lac	Accounting, Account Clerk, Data Processing	10
	Auto Mechanics	8
	Clerk Typist, Secretarial Science, Secretarial Science-Medical (NG)	8
	District Wide Health Occupations	9
	District Wide Production Agriculture	16
	Electronic Servicing	9
	Farm Training (3)	22
	Fashion Merchandising, Industrial Marketing, Marketing, (NG)	11
	Food Manufacturing Technology	11
	Industrial Engineering Technology (NG)	14
	Mechanical Design and Drafting (NG)	10
	Office Machine Repair	9
	Operating Room Assistant (NG)	14
	Power Technology and Small Engine Servicing	9
	Practical Nursing (NG)	13
	Ward Clerk (NG)	8
West Bend	Auto Body (NG)	8
	Farm Training (NG)	10
	Machine Tool Operation	5
	Marketing (NG)	7
	Mechanical Drafting	6
	Office Occupations	7
	TOTAL	248

*(NG) = attempted to arrange a Nominal Group Session with this advisory committee

TABLE 5

PARTICIPATION SUMMARY
ADVISORY COMMITTEES

Percent of (NG) participating in a Nominal Session	74%
Percent of (NG) that were canceled	26%
Percent of advisory committees responding to questionnaire	100%
Number of questionnaires sent out	248
Number of questionnaires returned	140
Percent of questionnaires returned	53%
Percent of advisory committees from (Table 3) participating in Nominal Group Sessions	32%

TABLE 6

RECRUITMENT SUMMARY
EMPLOYERS

Programs	Letters Sent Out	Letters Returned			Number of People Interviewed	Questionnaires Returned		Number Who Showed for Nominal Group	Canceled
		Yes	No	Interview		Number	Percent		
Operating Room Assistant Practical Nursing Ward Clerk	22	0	9	2	2	15	68.2		X
Food Manufacturing Technology	22	0	2	1	1	4	18.2		X
Marketing Industrial Marketing Fashion Merchandising	21	1	1	1	0	5	26.0		X
Accounting Account Clerk Data Processing	15	5	1	2	1	2	25.0	4	
Machine Tool Operation	14	1	2	1	1	5	38.5		X
Mechanical Drafting Mechanical Design	13	0	1	0	0	6	46.2		X
Small Engines - Chassis Mechanic Agricultural Mechanics	20	4	2	1	0	3	23.1	2	X
Electronic Servicing Office Machine-Servicemen	19	2	3	2	[illegible]	5	35.7		X
Power Mechanics-Small Engine	12	1	0	3	3	3	30.0		X
Metal Fabrication Welding	18	3	2	3	2	3	25.0	2	X
Clerk Typist Secretarial Science Secretarial Science-Medical	18	2	4	2	1	12	70.6		X
Auto Body Auto Mechanics	21	1	2	0	0	9	45.0		X
TOTAL	215	20	29	18	12	72	39.1	8	10

TABLE 7

PARTICIPATION SUMMARY
EMPLOYERS

	NUMBER	PERCENT
Number of Letters Sent Out	215	
Number of Letters Returned	67	27%
YES	20	30%
NO	29	43%
Interview	18	27%
Programs for Which an Employer Nominal Group Was Attempted	26	
Number of Programs With Employers Participating in a Nominal Group	3	12%
Number of People Participating in Nominal Groups	4	2%
Number of Questionnaires Sent Out	184	85%
Number of Questionnaires Returned	72	39%
Number of Employers Who Indicated Preference for an Interview	15	8%
Number of Interviews Conducted	12	67%
Total Number of People Contacted Either by Nominal, Interview, or Questionnaire	88	41%

TABLE 8

RECRUITMENT SUMMARY
STUDENT NOMINAL GROUP SESSIONS

PROGRAM	VOLUNTEERS	PARTICIPANTS	EXCUSED	CANCELED
Beaver Dam				
Agricultural Mechanic	7	5		
Welding and Metal Fabrication (2) *	5	5		
West Bend				
Machine Tooling Technics	3	3		
Clerk Typist	10	9		
Machine Tool Operation	8	8		
Mechanical Drafting	6	5		
Auto Body	7	7		
Fond du Lac				
Food Manufacturing Technology (2) *	9	7		
Production Agriculture	14	13		
Marketing	1			X
Fashion Merchandising	No	Second Year	Students	
Industrial Marketing	6	5	1	
Operating Room Assistant	3	5		
Practical Nursing	4	4		
Ward Clerk	7	5		
Accounting	2			X
Account Clerk	3	0		X
Clerk Typist	2			X
Data Processing	10	5	5	
Secretarial Science	4	3	1	
Secretarial Science-Medical	6	3		
Mechanical Design	0			X
Power Mechanics	8	5		
Industrial Engineering Technician	0			X
Auto Mechanics	0			X
Electronic Servicing	13	11	1	
Machine Tool Operation	0			X
Machine Tooling Technics	0			X
Mechanical Drafting	4	0		X
Office Machine Repair	7	7		
Small Engine-Chassis Mechanic	6	0		X
TOTAL	155	115	8	11

*Indicates that two programs were combined for Nominal Group session

TABLE 9

PARTICIPATION SUMMARY
STUDENT NOMINAL GROUP SESSIONS

Number of programs with students available for Nominal Group Sessions	33
Number of programs for which students participated in Nominal Group Sessions	21
Percent of programs in which students participated in Nominal Group Sessions	65.2%
Percent of programs not in a Nominal Group (canceled)	34.8%
Total number of students in their final semester	452
Number of students who volunteered to participate in Nominal Group Sessions	155
Percent of students volunteering for Nominal Group Sessions	34.3%
Number of actual student participants in Nominal Group Sessions	115
Percent of students participating in Nominal Group Sessions	25.4%

TABLE 10

RECRUITMENT SUMMARY

GRADUATE NOMINAL GROUP SESSIONS

Program	Number Asked to Participate	Number Responding			Number Excused	Number of Participants in Nominal Group	Canceled
		Yes	No	Undecided			
Practical Nursing	51	15	14			8	
Auto Body	22	2	6				X
Auto Mechanic	43	7	18			5	
Accounting	23	5	11	2		6	
Marketing	34	3	20	1		0	X
Clerk Typist	36	1	15				X
Mechanical Drafting	14	2	6				X
Secretarial Science	22	4	9			1 showed	X
Machine Tool Operation	25	1	6				X
Electronic Servicing	29	4	14			4	
Metal Fabrication and Welding (2)	21	2	6				X
Food Manufacturing Technology (2)	14	4	4	1		6	
Small Engine - Chassis Mechanic	24		8				X
Mechanical Design	19	6	5			6	
Operating Room Assistant	15		5				X
Power Mechanic - Small Engine	19	5	7			5	
Data Processing	23	6	8		1	5	
Ward Clerk	21	4	10		1	1 showed	X
Farm Training	48	11	18			7	

TABLE 11

PARTICIPATION SUMMARY
GRADUATE NOMINAL GROUP SESSIONS

Number of Programs Containing Graduate Groups	21
Number of Programs Having Graduates Participate in Nominal Group Sessions	10
Percent of Programs in Nominal Group Sessions	48%
Number of Graduates Invited to Participate	507
Number Responding	277
Percent Responding	55%
Number Responding Yes	83
Percent Responding Yes	30%
Number Responding No	190
Percent Responding No	69%
Number Responding Undecided	4
Percent Responding Undecided	1%
Number of Participants in Nominal Groups	51
Percent of Actual Participants	10%

TABLE 12

PARTICIPATION SUMMARY
MANAGEMENT STAFF

Number of Persons Invited to Participate in Nominal Group Sessions	15
Number of Persons Who Participated in Nominal Group Sessions	10
Percent of Management Staff Participating in Nominal Group Sessions	67%
Number of Nominal Group Sessions Conducted	2
Number of Nominal Group Sessions Canceled	0

METHOD

Definition of Nominal Group 19
Nominal Group Method - Phases I-V 19
Adaptation of Phase I on a Local Level 21
Outline of Nominal Group Method as Used in This Project 22

DEFINITION OF NOMINAL GROUP

A Nominal Group is a situation where individuals work in the presence of each other, but are limited to the amount and to the permissible kind of interaction. It is a structured method that provides an orderly procedure for obtaining qualitative information, either subjective or objective, which may be used to identify priority problems, goals, and solutions.[4]

NOMINAL GROUP METHOD - PHASES I-V[5]

The Nominal Group Method consists of five phases with the first phase, Problem Identification, being employed in this project. The five phases can be summarized as follows:

PHASE I - PROBLEM IDENTIFICATION

Phase I begins with the organizer or representative of the agency expressing the sincere interest of his organization in understanding the problems of the target group---the consumer. He then divides the participants into groups of from 6 to 9 persons. Each participant is requested to write down all the ideas he can think of in response to a key question. After approximately 30 minutes has elapsed, these ideas are retrieved from the group in round robin fashion by a recorder and listed on a large flip chart for all to see. After all the ideas are listed, the participants are given time to review and discuss their ideas. Next, they are given 3 x 5 index cards to write down the ten most important ideas and to vote on them by number according to priority. The organizer collects the cards and tallies the vote. The meeting adjourns after a short discussion period.

PHASE II - KNOWLEDGE EXPLORATION

Phase II begins by identifying external experts whose discipline and skills relate to the priority problems which were established in Phase I. These experts along with representatives from the first meeting participate in Phase II.

Phase II is similar in format to Phase I. The organizer opens the meeting with a review of the problems previously identified in Phase I, divided into major and minor categories with their priority vote.

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[4] Andre' Delbecq and Andrew Van de Ven, American Journal of Public Health, March, 1972, p. 332.

[5] Andre' Delbecq and Andrew Van de Ven, "A Group Process Model for Problem Identification and Program Planning", The Journal of Applied Behavioral Science, July - August, 1971, pp. 466 - 490.

He also states that Phase II is to identify alternate solutions to the Phase I problems. The participants are reminded that they are only idea men and not representatives of the agency.

Each participant is given a 5 x 7 card on which he is asked to identify existing resources which are presently available on one side of the card and new resources and solutions on the other side. After 30 minutes these solutions are retrieved in round robin fashion, separated according to whether they are new or presently existing solutions. The recorder then leads a discussion on these new ideas. This discussion is followed by a priority ranking of all the essential solutions required for an effective program to solve the priority problems of Phase I. A similar voting process, as in Phase I, may be utilized. Prior to adjourning the meeting the organizer explains Phases III, IV, and V and selects representatives for Phase III.

PHASE III - PRIORITY DEVELOPMENT

Key resource controllers and administrators meet with representatives from Phase I and II to review the priorities and solution components of the developing program. The essential contribution of Phase III is that it seeks to obtain responses from potential critics of the program who are able to hold back on key resources or who can negate administrative involvement in the implementation of the program. This step buys insurance for the continued support of the program proposal.

PHASE IV - PROGRAM DEVELOPMENT

In Phase IV, technical specialists who are responsible for the development of the program, utilizing the input from the previous three phases, finalize the draft of the program proposal.

PHASE V - PROGRAM EVALUATION

In Phase V, representatives from Phases I, II, and III are gathered for a final evaluation of the program. This is necessary due to the time element which has elapsed since Phase I.

The meeting begins with the technical specialists outlining the program and specifying how each element evolved from the previous phases. In most cases, there will be dissatisfaction on the part of some participants. These participants are invited to voice their objections, which are in turn evaluated to see if there are imperfections in the final program. If it is felt that the final plan deviates significantly from the original expectations, two routes are available: 1) the details of the finalized program may be changed, or 2) further evaluation may be conducted to determine if these objections are a true weakness in the finalized program.

ADAPTATION OF PHASE I ON A LOCAL LEVEL[6]

The Nominal Group Method as used in this project deviates slightly from the guidelines set down by Mr. Andre' L. Delbecq, the author of the Method. The changes that were made became necessary due to previous experience by the researchers in a similar project; "A Problem Search of the Services Provided and the Unmet Needs of the Disadvantaged and Handicapped Residents of the Moraine Park VTAE District: A Nominal Group Method Approach", conducted in 1973.[7] The researcher is aware of Mr. Delbecq's encouragement not to alter the Method, and would like to state his encouragement not to alter the Method in any manner except through necessity, after trial and error. Areas in which the Nominal Group Method were adapted for this project are as follows:

Combined All Responses During the Process and in Categorizing
Delbecq instructs that "organizational" and "personal" problem dimensions be treated separately throughout the Nominal process.

Encourage Participants to Discuss and Elaborate on Responses During the Round Robin Listing of Their Ideas. This deviation was necessary to obtain maximum participation and involvement in the project. It was determined that discussion at this time generated additional ideas, particularly with participants from advisory committees, from graduate sessions, and from the employer Nominal Group sessions as they are not actively involved with the programs at MPTI at the present time. The researcher decided when the discussion should be terminated, basing his decision on whether group members were too strongly influencing each other or when the discussion became too lengthy.

Requested That All Similar and Like Items be Grouped. This was important for two reasons; to avoid duplication of responses, and to prevent distributing the votes among similar items when priorities were ranked.

Group Items from the Same Category when Appropriate. The Researcher compiled a list of categories early in the project and continually modified this list throughout the duration of the project. (see Page 25.) This enabled the researcher to appropriately group similar responses which would be placed in the identical category. For example, if a person wanted a Math course added to a program and another person wanted a Science course added to the same program, the two responses would be grouped together in one response. It was left to the discretion of the Nominal Group participants whether two or more responses were to be grouped.

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[6] Wisconsin Board of Vocational, Technical, and Adult Education, Madison, Project No. 10-007-151-223, August, 1973.

[7] Ibid.

The Researcher and One Participant Recorded the Voting Results on the Tally Sheet. The researcher deviated from Mr. Delbecq's suggestion that each participant record his own votes on the tally sheet. This change became necessary to protect the anonymity of the participants.

The Re-Ranking Step Was Not Completed. Time did not allow for the completion of the re-ranking step at the time of the Nominal Group session. However, five sessions were re-ranked as a reliability check. (see Page 284.)

OUTLINE OF NOMINAL GROUP METHOD AS USED IN THIS PROJECT

I. Introduction

   A. Welcome
   B. Background on the project---the background information included the purpose of this project and a listing of some of the objectives and possible outcomes of this project.
   C. Explanation of Nominal Group Method - Phase I.
   D. Background Information Card (see Appendices E-6, F-5, G-4, H-5, I-3, and J-3.) The participants for each Nominal Group session completed a background information card so that a comparison could be made between the composite background of the participants and the results obtained during the session. The background card was different for each type of participant; students, advisory committees, instructors, etc.

II. Step I of the Nominal Group Process

   A. Distribution of a worksheet containing the question. (see Appendix E-7.) The question was read aloud to the group. Questions were answered and further explanation was given whenever it was necessary.
   B. The participants were allowed 15 to 20 minutes to write down all of their ideas in response to the initial question.

III. Step II of the Nominal Group Process

   A. Explanation of Step II - The round robin procedure was described and the participants were informed of their responsibilities during this step. Each participant had to understand the meaning of each response, and they were to inform the recorder if they had a similar response in order that the two responses could be grouped and/or a check mark (x) could be placed after the response to indicate more than one participant had thought of and written the response on their worksheet.

B. Recording of the verbatim responses of the Nominal Group participants in round robin fashion on a flip chart.

IV. Selection of Priorities - Step III

A. Index cards were passed out to each participant.

B. Explanation of the procedure for selecting priority items---each participant was instructed to read over the entire list of responses and select the ten responses from this list which he felt to be most important. They were further instructed to write one response on each of the ten index cards they were given.

C. The participants were instructed to check the responses they had selected to insure that the identical response wasn't selected twice, and to check the number of the response with the number written on the index card to insure giving points to the correct response during the next step.

V. Ranking of Priority Responses

A. Each participant was asked to place the ten cards in front of him in a manner in which all ten cards could be easily read, possibly in two rows of five cards each.

B. They were requested to work independently and to follow the instructions of the recorder in placing the proper points on each card.

C. Each participant was instructed to choose the most important response from the ten he had selected in the previous step and to place a large number 10 on the bottom of that card and to circle it, thus giving the item 10 points. Next, they were instructed to read the nine remaining cards and to select the least important of these nine, placing a large number 1 on the card. This procedure continued as follows:

8 cards remaining - most important response - 9 points
7 " " - least " " - 2 points
6 " " - most " " - 8 points
5 " " - least " " - 3 points
4 " " - most " " - 7 points
3 " " - least " " - 4 points
2 " " - most " " - 6 points
1 " " - least " " - 5 points

D. After points were assigned to each card and the index cards were collected, the participants were informed that the Nominal Group process had been completed and they had the option of remaining to see the results of the voting or be excused.

VI. Determination of Results

A. One participant was asked to assist the recorder in tallying the votes given to each response. The votes, including the total points for each response and their priority rank were listed on the flip chart.

B. A discussion often developed: questions were answered, and the group was thanked for their cooperation and dismissed.

NOMINAL GROUP RESULTS

Abbreviations Used in This Study 24
Categories 25
Definition of Categories 26
Introduction to Results 34
Transcribed Responses and Categorization of Transcribed Responses
    Trade and Industry 37
    Business Education 118
    Health Occupations 179
    Agriculture 208
    General Education 254
    Management Staff 265

LIST OF ABBREVIATIONS

ANA - American Nurses Association
Assoc. - Association
ATEA - American Technical Education Association
AVA - American Vocational Association
AVT - Audiovisual Tutorial
DECA - Distributive Education Club of America
FTE - Full-time Equivalency
IBM - International Business Machines
MDTA - Manpower Development Training Act
MPTI - Moraine Park Technical Institute
NBEA - National Business Education Association
NCR - National Cash Register
NEA - National Education Association
OJT - On-the-job training
3M - Minnesota Mining and Manufacturing Company
UW-Center - University of Wisconsin-Fond du Lac
UW-Oshkosh - University of Wisconsin-Oshkosh
VA - Veterans Administration
WAVAE - Wisconsin Association for Vocational and Adult Education
WBEA - Wisconsin Business Education Association
WEA - Wisconsin Education Association
WNA - Wisconsin Nurses Association
WOEA - Wisconsin Office Education Association

CATEGORIES

1. Addition of a Course or Program
2. Additional Staff - MPTI Campus
3. Administrators, Management Staff, and Administration
4. Advisory Committees
5. Communications: Intra-School
6. Communications: MPTI With Business and Industry
7. Deletion of a Course or Program
8. District/School Policies, Rules, and Regulations
9. Elective Courses
10. Examinations and Grading
11. Facilities
12. Financial Aids
13. Followup on Graduates
14. High Schools: Cooperation and Coordination with MPTI
15. Instructional Equipment and Materials
16. Instructional Methods Off Campus
17. Instructional Methods On Campus
18. Instructor Certification and Qualification
19. Instructor Improvement: In-Service and Workshops
20. Instructor Work Load Scales, Work Load, and Preparation Time
21. Job Counseling, Job Placement, and Employer Recruitment
22. MPTI Vocational Counseling, Testing, and Program Placement
23. Open-Ended Concept and Supermarket
24. Public Relations
25. Recruitment of MPTI Students
26. Refresher Courses and Continuing Education
27. Registration and Scheduling for Instructors
28. Registration and Scheduling for Students
29. Revision of Courses - Change in Course Objectives
30. School Activities
31. Specialization Training
32. Miscellaneous

DEFINITION OF CATEGORIES

Each of the following definitions has been established from the content of the responses placed in the respective category. They are explicit in that the reader can direct his attention to each individual category that is of interest to him.

1. ADDITION OF A COURSE OR PROGRAM

a. Responses which request either making an existing elective course a required course or the development of a new required course.

b. Requests for increased time for completion of a full-time program, for lengthening present programs by an additional semester, or an additional year.

c. Requests for the development of new courses and/or full-time programs.

(Requests for expanding an existing course or for the lengthening of a class period will be found in Category No. 29, Revision of Courses - Change in Course Objectives.)

2. ADDITIONAL STAFF - MPTI CAMPUS

a. Responses which express the need for additional staff at MPTI on a full-time or part-time basis.

b. Responses requesting the development of new staff positions and for hiring qualified persons to fill these positions.

c. Responses which request a revision of the procedures used for hiring and orientating new staff members.

3. ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

a. Responses which are addressed to the administration and/or management staff.

b. Responses which request job descriptions for administrators and/or management staff.

c. Responses expressing dissatisfaction with administrative ideas and their performance of duties.

d. Responses which request more administration involvement in classrooms, with MPTI staff, and with advisory committees.

4. ADVISORY COMMITTEES

a. *Responses which relate to the role and function of advisory* committees and their respective members.

b. Responses requesting more advisory committee meetings, and for procedure changes in organizing and conducting these meetings.

c. Responses which request a better orientation for advisory committee members and increased communication with them.

d. Responses calling for membership requirements and new means of selecting advisory committee members.

5. COMMUNICATIONS: INTRA-SCHOOL

a. Responses which express a need for more and better communications and cooperation between all persons at MPTI, staff and students.

b. Responses which request a more informative orientation for students at MPTI, both in August and January.

6. COMMUNICATIONS: MPTI WITH BUSINESS and INDUSTRY

a. Responses which express a need for increased communications and cooperation between MPTI and area businesses, companies, and institutions.

b. Responses which indicate problems encountered in communication and cooperation with area businesses, companies, and institutions.

7. DELETION OF A COURSE OR PROGRAM

a. Responses which suggest combining two courses to avoid duplication of material. (Responses for the revision of courses to avoid duplication will be found under Category No. 29, Revision of Courses - Change in Course Objectives.)

b. Responses which request that a course or courses be deleted from the curriculum of a full-time program.

c. Responses which request that courses of two or more semesters be shortened by one semester. (Responses requesting a shorter class period or a shortening of course time by less than one semester will be found under Category No. 29, Revision of Courses - Change in Course Objectives.)

8. DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

a. Responses which request the establishment of new district and/or school policies, rules, and regulations.

b. Responses which indicate a dissatisfaction with existing district and/or school policies, rules, and regulations.

c. Responses which call for a stronger enforcement of existing district and/or school policies, rules, or regulations.

d. Responses requesting that the amount of paperwork and the number of meetings be changed according to need.

e. Responses indicating a desire for more faculty and staff involvement in decision making, policy formation, and in the hiring of new faculty and staff.

f. Responses indicating a need for a better clarification of district and/or school policies, rules, and regulations for all persons at MPTI.

9. ELECTIVE COURSES

a. Responses which request that more elective courses be offered with more freedom for students to choose elective courses.

b. Responses indicating a need to reschedule elective courses at a variety of times and at different levels.

c. Responses which request that required courses be placed on an elective status.

10. EXAMINATIONS and GRADING

a. Responses which indicate dissatisfaction with the present grading systems at MPTI.

b. Responses which request that changes be made in MPTI testing and/or grading policies and procedures.

11. FACILITIES

(The term facilities includes such items as rooms, parking space, a bus, housing, recreational materials, furniture, lockers, vending machines, and a cafeteria.

a. Responses indicating a need for additional, expanded, or improved facilities at MPTI.

b. Responses which request the relocation of present facilities.

c. Responses indicating a dissatisfaction with present facilities.

d. Responses which express a need for better custodial services and better maintenance of present facilities.

12. FINANCIAL AIDS

a. Responses indicating a need for more information to be available on financial aids.

b. Responses expressing a desire to receive financial aids on time.

c. Responses which indicate dissatisfaction due to financial aids.

13. FOLLOWUP ON GRADUATES

a. Responses indicating a need for more followup on graduates by MPTI.

14. HIGH SCHOOLS: COOPERATION and COORDINATION WITH MPTI

a. Responses which pertain to the Beaver Dam High School and their cooperation with the MPTI-Beaver Dam campus.

b. Responses indicating a need for better communication and cooperation between MPTI and area high schools.

c. Responses which express a need for better communication and counseling within the high schools.

15. INSTRUCTIONAL EQUIPMENT and MATERIALS

a. Responses which indicate a need for more and better instructional equipment and materials and also for updated and outdated instructional equipment.

b. Responses requesting funds for instructional equipment.

c. Responses desiring a better control and coordination in the use of instructional equipment and materials.

d. Responses which pertain to the duplication of instructional equipment and materials.

e. Responses requesting more supplies and better procedures in using the campus bookstores.

16. INSTRUCTIONAL METHODS OFF CAMPUS

(Off Campus instruction includes such ideas as OJT, internships, cooperative programs, tours, field trips, and clinical experience.)

a. Responses which indicate a need for or a dissatisfaction with off campus instruction.

17. INSTRUCTIONAL METHODS ON CAMPUS

(On campus instructional methods include office simulation, audiovisual, individualized instruction, demonstrations, speakers, movies, magazines, labs, lectures, discussions, and team teaching.)

a. Responses which indicate a need for various types of on campus instruction.

b. Responses expressing dissatisfaction with present methods of on campus instruction.

c. Responses which request consistency in instructional methods on campus and for instructors to relate material at a level which the student can comprehend.

18. INSTRUCTOR CERTIFICATION and QUALIFICATION

a. Responses concerning certification policy and the review of such policy.

b. Responses which request qualified instructors.

c. Responses requesting a constructive evaluation of instructors and for instructor input into their qualification for certification.

d. Responses indicating a need for certifiable courses in night school.

19. INSTRUCTOR IMPROVEMENT: IN-SERVICE and WORKSHOPS

a. Responses desiring more assistance and cooperation from administration and management staff for instructor improvement.

b. Responses expressing a need for more in-service training, summer employment, and workshops for instructors.

c. Responses which indicate dissatisfaction with present workshops and in-service training.

d. Responses which request that instructors be allowed time for increased communication with students and employers for improvement of their teaching methods.

20. INSTRUCTOR WORK LOAD SCALES, WORK LOAD, and PREPARATION TIME

a. Responses which request changes in work load scales, especially due to inequalities between lecture, lab, and shop time.

b. Responses indicating a dissatisfaction with the present work load of instructors and the need for possible changes in their work load.

c. Responses requesting changes in the amount of preparation time for instructors.

21. JOB COUNSELING, JOB PLACEMENT, and EMPLOYER RECRUITMENT

a. Responses expressing a need for more and progressive job counseling and job placement.

b. Responses requesting that the MPTI placement office inform employers of MPTI graduates seeking employment.

c. Responses which request Career Days.

d. Responses which pertain to the job market for MPTI graduates.

22. MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

a. Responses which request more and better testing and screening of students for the proper placement of students in courses and programs.

b. Responses expressing a need for more communication with students and the transfer of knowledge to them by counselors and faculty.

c. Responses indicating a dissatisfaction with Student Services.

d. Responses indicating a need for a probation period and a screening out process for unsuccessful students.

(Responses which relate to the orientation of new students can be found under Category No. 5, Communications: Intra-School.)

23. OPEN-ENDED CONCEPT and SUPERMARKET

(Open-ended is defined as any course not limited by time but by the mastery of required skills, with credit being issued according to the number of skills which the student has mastered.)

(Supermarket is defined as the policy which enables a student to select any course within a program for credit, not having to complete an entire program.)

a. Responses which request that MPTI offer courses and programs utilizing the open-ended and supermarket concepts.

24. PUBLIC RELATIONS

a. Responses which indicate a dissatisfaction with present public relations and express a need for more and better public relations.

25. RECRUITMENT OF MPTI STUDENTS

a. Responses expressing a need for the recruitment of more students, and for the development of better recruiting methods.

b. Responses indicating dissatisfaction with admission procedures and the recruiting process at MPTI.

26. REFRESHER COURSES and CONTINUING EDUCATION

a. Responses which request that MPTI offer refresher courses and/or continuing education and post graduate courses and programs.

27. REGISTRATION and SCHEDULING FOR INSTRUCTORS

a. Responses which request consistency in classroom and in class period scheduling for instructors.

b. Responses requesting a limitation on the registration of students and controls on class size.

c. Responses which indicate problems caused by the scheduling of instructors.

28. REGISTRATION and SCHEDULING FOR STUDENTS

a. Responses which request changes in the scheduling of classrooms or in the scheduling of class periods for students.

b. Responses which indicate dissatisfaction with or problems encountered in student schedules.

c. Responses which request changes in the registration procedure for students and for limiting the registration for certain classes and programs.

d. Responses which request a change in the composition of students in General Education courses.

29. REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

a. Responses which call for a revision of course material.

b. Responses which request the revision of courses due to the duplication of course objectives and materials.

c. Responses which request new material and objectives to be included in a course.

d. Responses which request the addition or deletion of scheduled class hours for a course.

3. Responses which request that students develop an understanding of the basis, and which request that course material should be related to the program in which a student is enrolled.

30. SCHOOL ACTIVITIES

a. Responses which request more and better organized school activities, including sports activities at MPTI.

b. Responses indicating the need for more funds for school activities.

c. Responses which request more faculty involvement in school activities.

31. SPECIALIZATION TRAINING

a. Responses which express the need for specialization either by instructors or students.

32. MISCELLANEOUS

a. All responses that cannot appropriately be placed in specific categories.

INTRODUCTION TO TRANSCRIBED RESPONSES
AND
CATEGORIZATION OF TRANSCRIBED RESPONSES

In this section of the report the reader will find the results of this research project. These results have been obtained primarily through the use of the Nominal Group Method. As a supplement to the Nominal Groups, the results of questionnaires that have been completed by advisory committee members and by employers are also presented.

COMPOSITION OF NOMINAL GROUPS

Background information for each type of Nominal Group participant---instructor, advisory committee, students, etc.---are presented prior to the results from each Nominal Group session. The information is presented in a manner that enables the reader to develop a general idea of each participant's background and his relationship with MPTI.

TRANSCRIBED RESPONSES AS RECORDED DURING THE NOMINAL GROUP SESSION

The responses from each Nominal Group session are listed in priority order with the number one priority being listed first. All responses which have been collected were ranked. In several cases two or more responses retrieved during the same session received an equal number of points. When this occurred, the responses were ranked by their order of appearance. For example, if each of three responses received 30 points during the voting, the first of the three responses shown on the flip chart was ranked No. 1, the second one to appear was ranked No. 2, and the third of the three responses would be ranked No. 3.

Following each response is a series of letters and numbers which are to be interpreted as follows:

(XX) Each X in the parentheses indicates the number of persons in addition to the original respondent, who identified the exact or a very similar response on their worksheet during Step I of the Nominal Group process. For example, if four X's (XXXX) follow the response, it shows that 4 participants in addition to the original respondent independently identified the problem.

(Pts: 9,7,5,2) Each number in the parentheses indicates the number of points awarded to that response by a participant in the Nominal Group session. For example, in the case shown, one participant felt the response to be the second most important, thus giving it 9 points, one participant felt the response fourth most important and awarded it 7 points, one person thought the response sixth most important and gave it 5 points, and the only other person to attach importance to the problem considered it the ninth most important and awarded it 2 points.

(T: 23) The "T" indicates the total points awarded to the response. By adding the points listed above (9,7,5,2) we arrive at a total of 23 points.

(R: 7) The letter "R" signifies the priority rank of the individual response. In this case, R: 7 indicates that the response, with a total of 23 points, was the seventh most important ranking response in the Nominal Group session.

CATEGORIZATION OF TRANSCRIBED RESPONSES

Following the actual Nominal Group sessions for each department is a listing of the identical responses according to the appropriate category. On occasion, responses were divided and indicated by ellipsis marks (.....) when the responses were more appropriately placed under two separate categories.

The rationale for categorizing responses collected during Phase I of the Nominal Group process is contained in the literature of Mr. Delbecq and Mr. Van de Ven.[8]

Following the categorized responses, the priority rank is indicated (R: 4). The check marks (XX), points awarded (Pts: 4,3,9) and total points (T: 16) have been omitted from the responses in this section of the report.

The categorized responses are listed according to their order of priority in each individual category. There may be several responses in each category with the identical priority ranking due to the combining of Nominal Group sessions prior to the categorization of responses.

CATEGORY FREQUENCY TABLE

This table identifies the total number of responses that are in each category, broken down by instructors, students, employers, advisory committees, graduates, and management staff. In addition the table indicates the number of responses which ranked 1 through 10 and the mean rank of these ranked responses. (see Pages 277-279.)

PERCENT OF NOMINAL GROUPS IDENTIFYING PROBLEMS IN EACH CATEGORY

A listing of the 32 categories developed for this project is presented including the percent of Nominal Group sessions which identified problems in each category. (see Pages 280 and 281.)

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[8] Andre' Delbecq and Andrew Van de Ven, "The Nominal Group as a Research Instrument for Exploratory Health Studies," American Journal of Public Health, March 1972, pp. 337 - 342.

PRIORITY RANKING OF PROBLEM AREAS

A table listing problem areas identified in this project is presented. The problem areas are determined by the total number of responses in each category and are listed in their order of priority. (see Pages 282 and 283.)

HOW RELIABLE ARE PRIORITY RANKINGS?

The background on the re-ranking process used in this study and the significance of the reliability check are given. Raw data from the re-ranking process is also provided.

ADVISORY COMMITTEE QUESTIONNAIRE

The role of MPTI advisory committees is explained and a description of the advisory committee questionnaire is presented.

The results from this questionnaire are separated according to their department. Included in the results are the background of the advisory committee members who have completed the questionnaire along with the actual questionnaire. The questionnaire is designed to enable advisory committee members to determine what their role and function should be.

EMPLOYER QUESTIONNAIRE

The need for an employer questionnaire is presented along with a description of the actual questionnaire.

The results of this questionnaire are presented in Tables 30-38, pages 309-318.

TRANSCRIBED RESPONSES

TRADE AND INDUSTRY
DEPARTMENT

INSTRUCTORS - FOND DU LAC

COMPOSITION OF GROUP NO. 1

1. Male, age 57; 6 years as full-time instructor; B.S. degree in Industrial Arts, 16 graduate credits in Vocational Education; 27 years of non-teaching (occupation-related) work experience; 10 years of teaching experience; standard certificate to teach Machine Shop and related subjects. Member of NEA, WEA, WAVAE, ATEA, AVA, Faculty Assoc. of Moraine Park.

2. Male, age 52; 7 years as full-time instructor; B.S. equivalency; 30 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Auto Mechanics and related subjects. Member of WEA, WAVAE.

3. Male, age 35; 5 years as full-time instructor; B.S. degree in Food Science, M.S. degree in Food Science, 18 post-grad credits; 8 years of non-teaching (occupation-related) work experience; 5 years of teaching experience; provisional certificate to teach Food Manufacturing. Member of Institute of Food Technologists, WEA, NEA.

4. Male, age 47; 7 years as full-time instructor; B.S. degree in Industrial Education, 16 graduate credits in Administration; 12 years of non-teaching (occupation-related) work experience; 16 years of teaching experience; standard certificate to teach Vocational Drafting and Mechanical Design. Member of NEA, WEA.

RESPONSES OF NOMINAL GROUP NO. 1

1. Cannot prepare properly for the labs because there are classes in the room prior to the class and it is also difficult to clean up because another class is scheduled immediately after. (Pts: 2,10,10) (T: 22) (R: 1)

2. Teachers should not be teaching a course which they are not qualified to teach due to a lack of background and experience in the area, even if they are certified to teach in it. (Pts: 9,9) (T: 18) (R: 2)

3. It is difficult to get service from the district's audiovisual person. He was hired to help instructors prepare instructional materials, but the majority of his time is devoted to things like publicity for the district. (Pts: 5,4,6) (T: 15) (R: 3)

4. Impossible for me to teach good housekeeping habits to students because so many different groups share the same facility and do not keep it clean. (Pts: 8,1,6) (T: 15) (R: 4)

5. With all the emission controls, etc. which have been added to cars, more time is needed to complete the Auto Mechanics program. (Pts: 10,4) (T: 14) (R: 5)

6. Two-hour lectures should be scheduled in the mornings because the students' attention span is not that long in the afternoon. (Pts: 3,9) (T: 12) (R: 6)

7. Administration is too far removed from the classroom and should be involved with the actual educational process. The administration should either attend advisory committee meetings or teach a class. (Pts: 10,2) (T: 12) (R: 7)

8. Need a policy on school absences. The instructors now have the freedom to choose their own policies, but in some cases there is policy; however, the administration criticizes us when we adhere to it. Absentee policy should also be consistent with the Annexes. (XX) (Pts: 9,1) (T: 10) (R: 8)

9. Need good access from our cars to the school because we not only carry a briefcase, but bring in training aids and equipment. (Pts: 2,7) (T: 10) (R: 9)

10. Would like some emphasis on out-of-state recruitment for Food Manufacturing. (Pts: 8) (T: 8) (R: 10)

11. Need better student housing. This is a problem for students outside of the Fond du Lac area, particularly with the gas shortage. (Pts: 3,5) (T: 8) (R: 11)

12. Only legitimate personnel should have access to keys to individual shops and classrooms. (Pts: 8) (T: 8) (R: 12)

13. There is discrimination on the part of the administration on who can go to seminars. It is discouraging to the instructors and affects their ability to upgrade skills and knowledge in their teaching area. (Pts: 8) (T: 8) (R: 13)

14. Students, particularly those from out-of-town, complain of too many consecutive free hours. (Pts: 6,1) (T: 7) (R: 14)

15. Another class should replace or be a revision of the Communication Skills course in such programs as Machine Shop, which would be more relevant to the program. (Pts: 7) (T: 7) (R: 15)

16. Teachers should have some control over what they are certified to teach according to their background, experience, and interest. (Pts: 7) (T: 7) (R: 16)

17. Administration is going to flood the job market in several areas by demanding that we maintain too many students---their interest seems to be in quantity versus quality. (Pts: 7) (T: 7) (R: 17)

18. There should not be anyone on the advisory committees who is not actively engaged in the trade. Some advisory committees have only one or two persons involved in the trade. (Pts: 6) (T: 6) (R: 18)

19. Need adequate custodial services. The custodians are presently charged with too many other tasks to devote enough time to custodial services. (Pts: 5) (T: 5) (R: 19)

20. Should have a night watchman for 24-hour security and for fire protection. (Pts: 4) (T: 4) (R: 20)

21. What is covered on the curriculum in Drafting and Design is limited because of time and the facilities. Need to develop an internship in these and other areas. (Pts: 4) (T: 4) (R: 21)

22. The advisory committees and employers should assist us more in determining what is relevant for employment in each field. (Pts: 4) (T: 4) (R: 22)

23. Would like several days off for "public relations days" to meet with employers and former students who are in a training-related job. (Pts: 3) (T: 3) (R: 23)

24. Guidance counselors, particularly on the high school level, need to be educated about jobs, especially the entry requirements for all jobs. (Pts: 3) (T: 3) (R: 24)

25. Need adequate storage space and floor covering in the Drafting room. (Pts: 2) (T: 2) (R: 25)

26. Need to establish a program which offers only core courses in the curriculum for persons who are not interested in the entire program or only need one or two refresher courses. Give them a certificate for what they complete. (Pts: 1) (T: 1) (R: 26)

27. Would like consistency in scheduling classrooms---have the same class in three different rooms in a week. (No Points) (R: 27)

28. Foundry operations should not be conducted in the machine shop or any area in which there is precision equipment. (No Points) (R: 28)

29. Many in-service meetings are irrelevant, although there seems to be some sign of improvement. In-service meetings could be improved by including more field trips and curriculum development programs. (No Points) (R: 29)

30. Need a low pressure steam generator in Food Manufacturing. Need a generator and equipment so we can do more food processing. (No Points) (R: 30)

INSTRUCTORS - FOND DU LAC

COMPOSITION OF GROUP NO. 2

1. Male, age 30; 5½ years as full-time instructor; B.S. degree in Biology, 22 graduate credits in Microbiology; 2 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Food Manufacturing, Economics. Member of American Assoc. of Microbiologists, National Environmental Sanitarians, National Biology Teachers Assoc., American Institute of Biological Science, Registry of American Microbiologists.

2. Male, age 33; 4½ years as full-time instructor; B.S. degree in Industrial Education, M.S. degree in Vocational Education; 6 years of non-teaching (occupation-related) work experience; 5 years of teaching experience; standard certificate to teach Drafting.

3. Male, age 52; 6½ years as full-time instructor; B.S. degree in Mechanical Engineering, 30 graduate credits in Industrial Technology; 19 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Mechanical Technology, Metallurgy. Member of NEA, WEA, WAVAE, AVA, Faculty Assoc. of Moraine Park.

4. Male, age 30; 7½ years as full-time instructor; B.S. degree in Industrial Technology, 9 graduate credits; 4 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Applied Science, Automotive Mechanical Technology. Member of WAVAE.

5. Male, age 27; 1½ years as full-time instructor; B.S. degree in Technical Education, M.S. degree in Vocational Education; 2½ years of non-teaching (occupation-related) work experience; 1½ years of teaching experience; provisional certificate to teach Office Machine Repair, Industrial Electronics. Member of AVA, WAVAE.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need more prep hours and less contact hours for regular class preparation. (XXX) (Pts: 10,4,10,10) (T: 34) (R: 1)

2. Lecture, shops, and labs should be rated equally on the work load percentage schedule. Some labs and shops take more preparation time than lectures. (Pts: 9,3,1,8,7) (T: 26) (R: 2)

3. Would like a full-time lab aide in Food Manufacturing, Power Technology, Office Machine Repair, and Electronics. Lab aides in the past have not been qualified. (XX) (Pts: 8,9,9) (T: 26) (R: 3)

4. Would like an open-ended lab concept with offices in the labs or windows to see lab activities. Need a qualified paraprofessional lab assistant so students can use as much time as necessary to meet the objectives. (Pts: 7,10) (T: 17) (R: 4)

5. Need funds available for rewriting courses, developing new courses, and packaged instruction. (X) (Pts: 8,6) (T: 14) (R: 5)

6. Need storage room for equipment in the classrooms. (XX) (Pts: 10,3) (T: 13) (R: 6)

7. Need a reevaluation of the apprentice programs from the viewpoints of the teacher and student. (Pts: 5,6) (T: 11) (R: 7)

8. Need noise and air control in the Trade and Industry area, and the student commons. (Pts: 5,5) (T: 10) (R: 8)

9. Instructors should not be certified to teach courses they are not qualified to teach. (Pts: 2,8) (T: 10) (R: 9)

10. Want less switching of course assignments. In five years I have had over 20 courses. Another teacher is in his eighth year and has taught 39 different courses. (X) (Pts: 9) (T: 9) (R: 10)

11. Want consistency in room assignments so I don't have to transport supplies and equipment from room to room. (Pts: 9) (T: 9) (R: 11)

12. Student Services does not always adequately screen students for aptitude and testing out. (XX) (Pts: 5,4) (T: 9) (R: 12)

13. Need a qualified person to handle lab equipment repairs or give the instructors time to do it. (X) (Pts: 6,2) (T: 8) (R: 13)

14. Employed persons in industry should be able to take only those courses which are relevant to their job and receive certification. (Pts: 8) (T: 8) (R: 14)

15. Need more staff to help the media specialist. The instructors at the school do not get his time because the district office staff takes up his time. The media specialist service area should be centrally located for the instructional staff.
(Pts: 7) (T: 7) (R: 15)

16. The district should purchase a bus for field trips. (X)
(Pts: 7) (T: 7) (R: 16)

17. Need formalized associate degree night programs.
(Pts: 7) (T: 7) (R: 17)

18. Should have an exchange of audiovisual materials that individuals order and hoard. The large quantities of material available in the school need coordination of materials so all can use them.
(Pts: 4,3) (T: 7) (R: 18)

19. Need qualified instructors teaching night classes in associate degree courses. (Pts: 6) (T: 6) (R: 19)

20. Less emphasis should be placed on administrative and instructional service facilities and more on the classrooms in the new building plans. (Pts: 6) (T: 6) (R: 20)

21. The equipment in the labs is not taken care of by the night classes which forces us to order materials and supplies in triplicate. (Pts: 1,3,1) (T: 5) (R: 21)

22. Would like more time for attending seminars with some assurance that you can attend. There should be more monies planned in the program budgets for seminars. (Pts: 5) (T: 5) (R: 22)

23. We have a separate course for the Nursing, Cosmetology, and Food Manufacturing programs which has the same title and context, but taught by three different instructors which is a duplication.
(Pts: 4) (T: 4) (R: 23)

24. Need teacher evaluations which are constructive for the department chairman and the instructors. (Pts: 4) (T: 4) (R: 24)

25. Too much paperwork involved in ordering and controlling supplies.
(Pts: 3) (T: 3) (R: 25)

26. Too much duplication in objectives of different courses in one program. (Pts: 2) (T: 2) (R: 26)

27. Scheduling should allow a student entering a program in the second semester to take courses directly related to their program in their first semester because they lose interest when taking only courses like Communication Skills and Economics.
(Pts: 2) (T: 2) (R: 27)

28. Need a more meaningful in-service including time for the faculty to meet within their departments and time to prepare for courses.
(Pts: 2) (T: 2) (R: 28)

29. Need a better method of communication between the office and the instructors and the instructors and staff within their department. (Pts: 1) (T: 1) (R: 29)

30. Administrators should be required to teach a full-time course every two years. (Pts: 1) (T: 1) (R: 30)

31. Some students are in programs other than their preference because they were not aware that the program they wanted is offered in another district and that the Moraine Park District would pay their tuition. Counselors should inform them of this. (No Points) (R: 31)

32. More than 10 minutes should be allowed for students and instructors who have to go from the UW Center-Fond du Lac to MPTI. (No Points) (R: 32)

33. Need better office conditions---there are seven of us in one office now. (No Points) (R: 33)

34. If an instructor is low on work load percentage points, they will split one class of 24 students into two classes of 12 students. (No Points) (R: 34)

35. Lab in the Manufacturing Process 2 class is a farce. (No Points) (R: 35)

36. Students need a more adequate commons which is better located. (No Points) (R: 36)

37. Food Manufacturing has two advisory committees---one at the state level and one at the local level. They duplicate in their efforts and tell us different things. (No Points) (R: 37)

38. Need more courses on an elective basis. (No Points) (R: 38)

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INSTRUCTORS - BEAVER DAM

COMPOSITION OF GROUP NO. 1

1. Male, age 32; 2 years as full-time instructor; B.S. degree in Technical Agriculture; 10 graduate credits in Vocational Technical Agriculture; 9 years of non-teaching (occupation-related) work experience; provisional certificate to teach Agricultural Mechanics.

2. Male, age 39; full-time instructor; B.S. degree in Industrial Education, 11 credits in Vocational Education; 3 years of non-teaching (occupation-related) work experience; 10 years of teaching experience; standard certificate to teach Welding, Machine Shop, Science, Math. Member of WEA, NEA, WAVAE.

3. Male, age 35; 4 years as full-time instructor; B.S. degree in Industrial Education, M.S. degree in Industrical Education, 7 post-grad credits; 4½ years of non-teaching (occupation-related) work experience; 7 years of teaching experience; provisional certificate to teach Auto Mechanics and Power Mechanics. Member of NEA, WEA, AVA, WAVAE, Faculty Assoc. of Moraine Park.

4. Male, age 54; 7 years as full-time instructor; B.S. equivalency in Metals, 24 credits; 30 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Welding, Metal Fabrication, Metal Fabrication Drafting. Member of WAVAE, Faculty Assoc. of Moraine Park.

RESPONSES OF NOMINAL GROUP NO. 1

1. More shop classes should be scheduled in the morning and lecture classes should be in the afternoon at the Beaver Dam campus. High school students are getting priority over our full-time students. (Pts: 8,3,10) (T: 21) (R: 1)

2. The shop instructors at Beaver Dam would like to have a monthly staff meeting where all full-time, part-time, evening course, high school, and apprentice instructors are required to attend. This could possibly be scheduled during evening hours. (Pts: 7,7,1,6) (T: 21) (R: 2)

3. There should be a separate receiving and storage area at the Beaver Dam campus for all the equipment and materials we need to use in the shops. (Pts: 4,8,6,3) (T: 21) (R: 3)

4. The instructors at Beaver Dam need more assistance in developing audiovisual aids. (Pts: 10,5,4,1) (T: 20) (R: 4)

5. The instructors at the Beaver Dam campus would like meetings or conferences with other technical school instructors in their subject area to exchange ideas and discuss the programs. (Pts: 9,1,5,5) (T: 20) (R: 5)

6. There is a need for a cold storage facility in a separate room from the shops at the Beaver Dam campus. It would be a place to store finished equipment and shop props. If you leave them outside there is too much damage from vandalism and pilferage. (Pts: 5,9,4) (T: 18) (R: 6)

7. The work load for instructors should be reevaluated. The Beaver Dam instructors do not understand the difference between lab time and shop time. There should only be two divisions---shop classes and lecture classes, with shop and lab classes being equal. (Pts: 4,7,7) (T: 18) (R: 7)

8. The administration should select some type of guide to limit the number of instructors using each shop area at the Beaver Dam campus. There should not be eight or nine instructors using one shop during the span of one week. (Pts: 6,2,9) (T: 17) (R: 8)

9. There is a need for paraprofessionals, especially in the Agricultural Mechanic program. Their duties would be to keep equipment in top working condition, to order major items and supplies, to set up educational props, to obtain parts from supply houses for the equipment being rebuilt in the shops, and to help in overseeing shop time. (Pts: 3,10,2) (T: 15) (R: 9)

10. The Beaver Dam campus should have a separate classroom for lecture classes, or the shop should be remodeled to have facilities for lecture classes. (Pts: 2,10) (T: 12) (R: 10)

11. More audiovisual equipment should be available in each classroom at the Beaver Dam campus such as overhead projectors, slide projectors, and accessories such as extension cords. (Pts: 1,6,3,2) (T: 12) (R: 11)

12. The shops at the Beaver Dam campus are too cold for lecture classes. They shouldn't be used for classrooms. (Pts: 9) (T: 9) (R: 12)

13. Some of the machinery in the Farm Agriculture program at Beaver Dam could be shared with the Power Mechanic shop used by the high school program. (Pts: 8) (T: 8) (R: 13)

14. There should be a few more hours of shop time included in the second semester for Metal Fabrication students at the Beaver Dam campus. (Pts: 8) (T: 8) (R: 14)

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INSTRUCTORS - WEST BEND

(The Composition of Nominal Group No. 1 and the responses from this nominal group can be found under the Business Education department-West Bend instructors, (see page 123.)

The West Bend Instructor nominal group was composed of both Trade and Industry and Business Education instructors. The entire content of this nominal group was placed under the Business Education department-West Bend instructors to avoid the duplication of responses in this report.)

EMPLOYERS - METAL FABRICATION AND WELDING

(The Nominal Group Problem Identification Method was deleted for this group as only two persons out of the four scheduled appeared to participate in this meeting. However, a discussion developed which lasted for one hour. The following ideas evolved from this discussion.)

1. I taught two semesters of night classes in Metal Fabrication at MPTI. During this time the age range of my students was 18 to 65. Each of these students had a special reason for attending and different goals to achieve from this course. They are only interested in obtaining their needs from the course. Had to handle the class by means of individual instruction.

2. Some employers say they are capable of training a welder in two weeks to do what they need him for. Additional training is not required.

3. The MPTI placement office needs to have better public relations with employers. Employers are not adequately informed of the programs offered at MPTI or the process of securing a student for a job opening.

4. Brochures should be mailed to area employers for them to inform and encourage their employees to attend evening refresher courses and classes to obtain a diploma.

5. MPTI should develop a Maintenance Mechanic program as there is a critical need for this type of a program. This program should include an understanding of air systems and basic electrical systems.

(The two participants did not vote on these items as it would not have proved to be beneficial. The five responses will not be found under the categorization of transcribed responses at the end of this section.)

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STUDENTS - METAL FABRICATION AND WELDING

COMPOSITION OF GROUP NO. 1

1. Male age 17; has completed 1 semester at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the Social Services Department.

2. Male, age 36; has completed 1 semester at the MPTI-Beaver Dam Campus; indicated satisfaction with the program.

3. Male, age 35; has completed 1 semester at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a foreman at the John Deere Company.

4. Male, age 19; has completed 1 semester at the MPTI-Beaver Dam Campus; indicated satisfaction with the program.

5. Male, age 19; has completed 1 semester at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by Paul Morin, an MPTI staff member.

(Due to time limitations for these students, step number one of the Nominal Group Process, the individual listing of ideas and problem areas, was omitted and only three steps of the Method were included. They were: 1) a verbal listing of problem areas which were recorded on the flip-chart; 2) the selection of the ten most important responses, and 3) the ranking of these responses in order of priority.)

RESPONSES OF NOMINAL GROUP NO. 1

1. The students in the Welding and Metal Fabrication programs at the Beaver Dam campus take the same material and actually complete both programs. Therefore, their diploma should state that they are qualified in both welding and metal fabrication. (Pts: 10,10,10,10,10) (T: 50) (R: 1)

2. The students at the Beaver Dam campus feel they take a back seat to the high school students and to those in apprentice programs as they use the Technical Institute's facilities, and the students in full-time programs have to schedule their activites around them. The Technical Institute's students should have priority. (Pts: 9,6,5,8,9) (T: 37) (R: 2)

3. The lab courses for the Welding and Metal Fabrication programs should be two-hour courses as the students do not get enough accomplished in one hour due to the time needed for setting up materials and cleaning up after class. (Pts: 6,3,6,9,6) (T: 30) (R: 3)

4. The lounge area at the Beaver Dam campus is being used by the high school students, especially during their milk break. Also, they buy out all of the vending machines and there is nothing left for the MPTI students. (Pts: 5,8,3,7,5) (T: 28) (R: 4)

5. The high school students are ruining the equipment and wasting metal, and the students in the Welding and Metal Fabrication programs receive the lectures for it. The high school students should clean up after their classes and be responsible for the materials and equipment they use. (Pts: 8,9,4,2,3) (T: 26) (R: 5)

6. There is a lack of communication at the Beaver Dam campus. The students in the Welding and Metal Fabrication programs have a number of questions concerning their diploma and other school policies but they do not know where to find the answers, or who to approach to obtain information. (Pts: 7,2,2,5,7) (T: 23) (R: 6)

7. If the Welding and Metal Fabrication programs are combined, as they presently are, it should be a two-year program. (Pts: 1,1,9,8) (T: 19) (R: 7)

8. The grading system for Welding and Metal Fabrication students should be revised. The students feel they are graded solely on test scores and that their attendance should be taken into consideration as they are gaining experience through attendance in class. (Pts: 3,8,3,1) (T: 15) (R: 8)

9. The instructors in the Metal Fabrication and Welding programs should teach a variety of topics throughout the entire year because the students forget skills they have acquired when they are not continually using them. For example, the students are taught gas welding for a couple of weeks at the beginning of the year and by the time they graduate they forget some ideas concerning gas welding. (Pts: 7,6) (T: 13) (R: 9)

10. The lab classes for Welding and Metal Fabrication students should be scheduled in the morning if possible, because the students are more alert and would learn more at this time. (Pts: 2,5,4) (T: 11) (R: 10)

11. The Human Relations course and the Communications course for Welding and Metal Fabrication students should be revised to pertain more toward these programs. (Pts: 7,4) (T: 11) (R: 11)

12. The parking lot at the Beaver Dam campus is too crowded. The high school students should not be allowed to use it for parking their cars, and this rule should be enforced. (Pts: 4,4,1,2) (T: 11) (R: 12)

13. The high school students are using our lounge for smoking. We do not care if they smoke, but they should find some other place to do it. (Pts: 1) (T: 1) (R: 13)

14. There should be a scheduled period during the week during which the students in the Metal Fabrication and Welding programs could use the shop for repairing their equipment and to complete projects that they were unable to finish during class time. (No Points) (R: 14)

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ADVISORY COMMITTEE - MECHANICAL DESIGN AND DRAFTING

COMPOSITION OF GROUP NO. 1

1. Male, age 27; served 1 semester on advisory committee; an employee in Dodge county; the company has 15 mechanical drafting employees, none of whom are MPTI Mechanical Design and Drafting graduates.

2. Male, age 38; served 1 semester on advisory committee; an employee in Calumet county; the company has 9 mechanical drafting employees, 3 of whom are MPTI Mechanical Design and Drafting graduates.

3. Male, age 55; served 1 semester on advisory committee; an employer in Fond du Lac county; the company has 75 mechanical drafting employees, 20 of whom are MPTI Mechanical Design and Drafting graduates.

4. Male, age 51; served 6 semesters on advisory committee; an employer in Fond du Lac county; the company has 10 mechanical drafting employees, none of whom are MPTI Mechanical Design and Drafting graduates.

RESPONSES OF NOMINAL GROUP NO. 1

1. Work experience for the instructors should be mandatory and it should be at least two months every two years. (Pts: 9,7,10,4) (T: 30) (R: 1)

2. Graduates should be made aware of the available continuing education courses in their field. (Pts: 6,8,8,6) (T: 28) (R: 2)

3. Instructors should visit the various types of industry more often for a better understanding of the entire area in which they teach. (X) (Pts: 10,5,9,2) (T: 26) (R: 3)

4. Math courses should be emphasizing the metric system. (X) (Pts: 7,6,6,5) (T: 24) (R: 4)

5. New advisory committee members should be given a thorough background on the programs they are to serve. (Pts: 8,10,4,1) (T: 23) (R: 5)

6. There should be more and better communications between the advisory committee members and the instructors, either by means of a monthly newsletter or a circular. (Pts: 9,3,9) (T: 21) (R: 6)

7. The student in Mechanical Design and Drafting should be more familiar with standard items such as fasteners and sheet metal gauges. (Pts: 2,7,8) (T: 17) (R: 7)

8. Students in Mechanical Design and Drafting need to learn how to do technical writing. They should know that it is necessary for instructions to be brief and simple. (X) (Pts: 4,2,10) (T: 16) (R: 8)

9. Students should be exposed to the various industries in their field early in the program by means of tours. (X) (Pts: 5,4,1,3) (T: 13) (R: 9)

10. Need to teach the students in Mechanical Design and Drafting more about sheet metal cabinetry and the laying out of sheet metal in the most economical way. (X) (Pts: 5,7) (T: 12) (R: 10)

11. Students in Mechanical Design and Drafting should have a brief exposure on a continuing basis to FORTRAN programming. (Pts: 3,3) (T: 6) (R: 11)

12. Students need to be exposed to the various trade magazines to further their education on what the industry is doing and to be made aware of what to expect once they are employed. (Pts: 2) (T: 2) (R: 12)

13. The Technical Institute should develop a two-year Drafting cooperative program. (Pts: 1,1) (T: 2) (R: 13)

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STUDENTS - MECHANICAL DRAFTING

COMPOSITION OF GROUP NO. 1

1. Male, age 25; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
2. Male, age 22; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
3. Male, age 21; no indication as to how many semesters completed; indicated satisfaction with the program; influenced to enroll at MPTI by a relative.
4. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; highly satisfied with the program; influenced to enroll at MPTI by a high school counselor.
5. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.
6. Male, age 58; has completed 3 semesters at the MPTI-West Bend Campus; highly satisfied with the program; influenced to enroll at MPTI by personal decision.

(Six students from the Mechanical Drafting program were present at the beginning of the Nominal Group session. One student excused himself after filling out the background card as he felt he didn't have anything to contribute to the meeting. Therefore, there are six participants shown in the group composition, and only five who came up with responses and voted on the problem areas.)

RESPONSES OF NOMINAL GROUP NO. 1

1. The administration at the West Bend campus doesn't give the students a say in what takes place at the school. They dictate rules and don't take the students into consideration. The West Bend campus is run like a high school. The students should be treated as post high school students. A number of the students are older and are not accustomed to being treated as high school students. Also, the Student Senate is a front. They don't have a definite function or a voice in what goes on at the school. (XXX) (Pts: 9,10,8,10) (T: 37) (R: 1)

2. The teachers for the Mechanical Drafting program in West Bend should work together and be uniform in the material they present to their class. Maybe they could communicate more so one instructor doesn't tell you one thing and another instructor tell you the opposite. (Pts: 8,5,9,6,7) (T: 35) (R: 2)

3. There should be more field trips for Mechanical Drafting students in West Bend to the drafting departments of businesses in the area. (Pts: 10,10,10) (T: 30) (R: 3)

4. There should be more student activities at West Bend such as dances and parties. All students pay an activity fee, and the only people who benefit from it are those who bowl. (Pts: 4,1,6,9)

5. The students at the West Bend campus should be able to listen to the type of music they want to in their Mechanical Drafting class. It shouldn't make any difference if they listen to their own radio or the music over the intercom. (XX) (Pts: 2,3,5,2,6) (T: 18) (R: 5)

6. The students in the Mechanical Drafting program at West Bend don't understand how they are graded. The instructor should be able to explain to the students how he derives their grade. (Pts: 7,8) (T: 15) (R: 6)

7. There should be a two-year Mechanical Design program offered at the West Bend campus. The students can't afford to drive to Fond du Lac for this program. (Pts: 3,4,2,4) (T: 13) (R: 7)

8. The Human Relations course for Mechanical Drafting students in West Bend should deal more with personal relationships with people in companies, and not so much on psychological concepts. (Pts: 7,5) (T: 12) (R: 8)

9. The one-year Mechanical Drafting program at West Bend should teach Drafting instead of Design. The students are presently learning Design. If they want to teach Mechanical Design the school should start a new program or pay for students to go to Fond du Lac. In a one-year Mechanical Drafting program there isn't enough time to learn Mechanical Design, except for the basics. (Pts: 8,3) (T: 11) (R: 9)

10. The Drafting Related course for Mechanical Drafting students is too vague and should deal more with specifics. The instructor goes off on too many tangents concerning unrelated material. (Pts: 1,9) (T: 10) (R: 10)

11. The Mechanical Drafting students at West Bend only use eight desks in the drafting room, and on Friday they are responsible for cleaning up the entire room and for any problems that occur. It should be a school rule that each class clean up after they are done and they should be responsible for the equipment they use. (Pts: 2,3,4,1) (T: 10) (R: 11)

12. There should be more elective courses at the West Bend campus such as Math, Human Relations, and Science classes. They should be on two levels, one that is basic and one that is more advanced. The students should be able to choose from these classes to fill their needs. (Pts: 9) (T: 9) (R: 12)

13. MPTI should have better communications with the local high schools. They should let students know what is offered by MPTI. I was told MPTI would be offering a Mechanical Design program, but when I came to school I found that they didn't offer it and probably would not be offering it in the future. (Pts: 8) (T: 8) (R: 13)

14. Students at the West Bend campus should be able to eat and drink in all classes if they keep the classrooms clean. (Pts: 4,1,3) (T: 8) (R: 14)

15. The Mechanical Drafting program at West Bend should be a two-year program, as it will better prepare the student for a job. (Pts: 7) (T: 7) (R: 15)

16. The courses in the Mechanical Drafting program at West Bend are too general. They touch on a lot of different areas but it would be better if they were more specific. This is especially true in the General Education courses. (Pts: 7) (T: 7) (R: 16)

17. The MPTI-West Bend campus should do more public relations. They should advertise more because the community isn't aware of the school and what it has to offer. (Pts: 6) (T: 6) (R: 17)

18. There should be an apprentice type of course or on-the-job training included in the Mechanical Drafting program at West Bend, especially if the program is extended to a two-year program. (Pts: 6) (T: 6) (R: 18)

19. Instructors should use more and better visual aids in class, especially in the Human Relations course. (Pts: 5) (T: 5) (R: 16)

20. The bookstore at the West Bend campus should have more of the equipment available that is used by Mechanical Drafting students so they don't have to go to town to buy them. (Pts: 5) (T: 5) (R: 20)

21. The Shop Math course for Mechanical Drafting students should be revised, and the material presented should be related to problems the student will have to solve once he is employed. (Pts: 2) (T: 2) (R: 21)

22. The students at West Bend should be able to turn the TV louder. At present you can't hear the TV even if you are sitting right in front of it. (Pts: 1) (T: 1) (R: 22)

23. The instructor should go more into psychology in the Human Relations course for Mechanical Drafting students in West Bend. If the course goes into more depth the student will learn how to understand people and how to relate to them. (No Points) (R: 23)

24. Veterans should be able to choose courses that apply to their program when they are placed in advanced standing because they have to take 30 credits to receive their benefits. (No Points) (R: 24)

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GRADUATES - MECHANICAL DESIGN

COMPOSITION OF GROUP NO. 1

1. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Dodge county.
2. Male, age 22; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Dodge county.
3. Male, age 21; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Fond du Lac county.
4. Male, age 21; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Fond du Lac county.
5. Male, age 23; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Washington county.
6. Male, age 23; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Ozaukee county.

RESPONSES OF NOMINAL GROUP NO. 1

1. The shop time that is presently offered in the Mechanical Design program should be tripled. Students would be able to gain experience in manufacturing processes, metallurgy, plastics, sheet metal, casting, die casting, and lathe work. (XXXXX) (Pts: 9,8,9,9,10,10) (T: 55) (R: 1)
2. There should be more stress on drafting techniques in the Mechanical Design program. (XXX) (Pts: 10,10,10,9,9) (T: 48) (R: 2)
3. One semester of Communication Skills, Economics, and American Institutions should be dropped from the Mechanical Design program because they are too general. They are not much of a benefit because they aren't related to the program. The one semester of Communication Skills could deal more with reports and research papers, and it could be revised to pertain more specifically to the program. Also, change Psychology of Human Relations to an Industrial Psychology course. (XXXXX) (Pts: 9,10,6,8,5,5) (T: 43) (R: 3)

4. There should be more elective courses in the Mechanical Design program. A student could specialize in certain areas if there were more electives. This could be done by making the specialized courses in the Mechanical Design program electives, and by developing courses such as Packaging Design, Sheet Metal Work, and Plastic Molding as additional electives. (Pts: 7,8,3,7,2,3) (T: 30) (R: 4)

5. The Design Drafting course should be scheduled in a four-hour time block. The class should be for longer peiods of time because the students just get started and then they have to clean up. (Pts: 6,6,6,7,4) (T: 29) (R: 5)

6. There should be a more qualified instructor in courses such as Strength of Materials and Basic Mechanisms---one who would have the students work at a slower pace. This is also true for the Technical Science course, as the material in this course is not related to the Mechanical Design program. (Pts: 4,7,2,6,8) (T: 27) (R: 6)

7. MPTI should offer courses on the metric system and on working with decimals for Mechanical Design students. (Pts: 3,4,8) (T: 15) (R: 7)

8. MPTI should have better qualifications for their instructors. Also, it seems that if a qualified instructor is teaching a course they have him teach something else the next year. There is too much shuffling of instructors, and they end up teaching courses they are not qualified to teach. (Pts: 7,8) (T: 15) (R: 8)

9. Everyone should have a different project to work on when the students in the Mechanical Design program are doing design work so there isn't too much copying. (Pts: 2,1,3,7) (T: 13) (R: 9)

10. The placement office should make students aware that they will advance faster and gain more experience and responsibilities if they work in a small company. In a big company they have just one specific job to do, and they are just another number on the payroll. They will get more general knowledge and they will learn faster in a small company. (Pts: 5,6) (T: 11) (R: 10)

11. The number of students in courses should be limited. This is especially true in the Basic Mechanisms course, and the math courses such as Descriptive Geometry. (Pts: 3,5,1) (T: 9) (R: 11)

12. There should be more field trips for Mechanical Design students that actually show what a draftsman does, not just a tour to look at equipment. They should be to different companies besides Mercury Marine. Also, the tour should be for a longer period of time and contain fewer students. (Pts: 4,5) (T: 9) (R: 12)

13. Students from different programs shouldn't be combined in the same course because you can't make a course specific enough when you have Practical Nursing and Small Engine students in the same course with Mechanical Design students. (Pts: 1,2,2,3) (T: 8) (R: 13)

14. MPTI should offer more refresher courses, possibly in Math. (Pts: 5,1) (T: 6) (R: 14)

15. A different approach should be used, and there should be more work in Electronic Drafting in the Mechanical Design program. They should teach more and better techniques for Electronic Drafting. (Pts: 4,1) (T: 5) (R: 15)

16. MPTI should have more drafting tables available, or arrange the schedule so the students are using a room with drafting tables for courses that require students to do this work. (Pts: 4) (T: 4) (R: 16)

17. There should be more work in the Mechanical Design program on conversation skills and how to give directions over the telephone. Also, there should be more work on how to meet with buyers and suppliers and how to have personal conversations with them. This could be part of the Communication Skills course. (Pts: 2) (T: 2) (R: 17)

18. The Student Senate should have more power. The organization should be independent of the school in that they don't have to do just what the administration tells them to do. (Pts: 1) (T: 1) (R: 18)

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STUDENTS - ENGINE TECHNOLOGY

(formerly Power Mechanic-Small Engines)

COMPOSITION OF GROUP NO. 1

1. Male, age 21; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

2. Male, age 23; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

3. Male, age 20; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

4. Male, age 20; has completed 3 semesters at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by a friend.

5. Male, age 21; has completed 4 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. There should be a Trade and Industry Career Day scheduled at MPTI. This would allow employers from the area to come in and explain what is available at their business. It would not be for job interviews. (Pts: 9,9,10,10,4) (T: 42) (R: 1)

2. There should be more credited lab time in the power shop and the machine shop for Power Mechanics. (Pts: 6,4,9,8,10) (T: 37) (R: 2)

3. The Advanced Milling and Drilling course should be geared toward the Power Mechanics program. There is too much lecture and not enough lab time in the Advanced Milling and Drilling course. The instructor for this course does not desire to gear the course toward the Power Mechanics program but toward a tool and die maker; this causes poor student relations. (X) (Pts: 10,8,8,7) (T: 33) (R: 3)

4. The program title, "Power Mechanics", should be changed as it is very harmful to the Power Mechanics students in writing a resume'. The employers think power mechanics are mechanics and not technicians. They associate the two-year Power Mechanics-Small Engines program with the one-year Small Engines and Chassis Mechanic program. The title could be changed back to "Power Technology" or a similar title, as long as the word "mechanic" is omitted. (Pts: 4,6,7,4,6) (T: 27) (R: 4)

5. The Electronics and Instrumentation course for Power Mechanics students should deal with working with scopes, meter work, and electrical systems. (Pts: 10,6,6,5) (T: 27) (R: 5)

6. The Technical Science course for Power Mechanics students could be revised. Some of the lessons, as working with magnets and with lights, were very trivial and a repeat of grade school science. Many topics did not apply to the Power Mechanics program. Our high school Physics course was harder and of more interest. (XX) (Pts: 3,7,7,8) (T: 25) (R: 6)

7. Need a lab assistant available at all times during the day in the power shop and the machine shop. (Pts: 5,1,9) (T: 15) (R: 7)

8. The classes for Power Mechanics students should be scheduled in a way where certain days have all lab classes, certain days have all lecture classes, and all of our classes at the Fond du Lac Extension campus are on one day. There should not be such a mixture in the type of classes. Also, too much lab time is spent in setting up and in cleaning the lab before leaving. (XXXX) (Pts: 5,3,2) (T: 10) (R: 8)

9. Too many courses repeat the same material. Psychology of Human Relations, Communication Skills, and American Institutions repeat such materials as alcoholism, child abuse, and body language. Also, Technical Science I and Mathematics II were a repeat for the Power Mechanics students. These courses should be revised to avoid duplication. (X) (Pts: 9) (T: 9) (R: 9)

10. The second-year students in the Power Mechanics program should be scheduled for the 9:00 classes and the first-year students the 8:00 classes. This would diminish the number of conflicts second-year students have with night working. Also, they deserve the later class due to seniority. (Pts: 7,1,1) (T: 9) (R: 10)

11. The American Institutions course should be dropped from the curriculum as it is irrelevant to the Power Mechanics program. Students in Power Mechanics could put this time to a more beneficial use by taking a different course. (Pts: 8) (T: 8) (R: 11)

12. The Fluid Power and Pneumatics course should be combined with the Transmission of Power course in the Power Mechanics program. (Pts: 5,3) (T: 8) (R: 12)

13. Technical Science I and Technical Science II could be combined and offered as a one-semester course to avoid the duplication of materials. Additional hours and an extra credit could be assigned to the course so all the necessary material would be included without extending it for more than one semester. (Pts: 1,4) (T: 5) (R: 13)

14. The Production Problems and Control class for the Power Mechanics program could move along at a faster pace. The topics discussed are very interesting. The class time could be used more effectively as the two-hour lab usually lasts only twenty minutes. (Pts: 5) (T: 5) (R: 14)

15. Classes for Power Mechanics students should be scheduled closer together. Waiting periods between classes are too long. (Pts: 2,2) (T: 4) (R: 15)

16. A new textbook could be used in the Technical Science course. It presently is geared to a very low level. (Pts: 2,1) (T: 3) (R: 16)

17. The instructor for the Electronics and Instrumentation course should have more preparation time as then he would be more qualified to teach the course. (Pts: 3) (T: 3) (R: 17)

18. The intramural program at MPTI should have more qualified people to manage it. This would increase the number of sports activities and also serve to tie the students together through school spirit. (Pts: 3) (T: 3) (R: 18)

19. There should be a well-equipped recreation room and better sports facilities for MPTI students. This would provide students with activities during their waiting periods between classes. (Pts: 2) (T: 2) (R: 19)

20. There should be a better equipped lab for the Technical Science course in the Power Mechanics program. The equipment needs to be improved along with the course content. (No Points) (R: 20)

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GRADUATES - ENGINE TECHNOLOGY

(formerly Power Mechanics-Small Engines)

COMPOSITION OF GROUP NO. 1

1. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Waukesha county.
2. Male, age 21; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Calumet county.
3. Male, age 21; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Calumet county.
4. Male, age 23; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Calumet county.
5. Male, age 25; attended MPTI-Fond du Lac; completed the required program hours but did not graduate; left MPTI May, 1972; has held a training-related job since leaving MPTI but not employed in this field at this time.

RESPONSES OF NOMINAL GROUP NO. 1

1. An Electronics course and a Drafting course should be added as required courses for the Power Mechanics program. (XXXX) (Pts: 8,9,9,10,10) (T: 46) (R: 1)
2. There should be a second instructor for the Power Mechanics program who could give the students a second viewpoint on the material presented. Also, student lab assistants are needed. (X) (Pts: 10,10,4,8) (T: 32) (R: 2)
3. The Manufacturing Processes course for Power Mechanics students should include a section on sheet metal fabrication. (Pts: 8,6, 8,9) (T: 31) (R: 3)
4. More space is needed in the Power Mechanics lab. The students need more room to work in. Each student should have his own work area and his own set of tools to work with. (Pts: 9,7,6) (T: 22) (R: 4)

5. There should be longer lab periods for the Power Mechanics program because you just get your material set up and the lab is almost over. (Pts: 2,5,3,7,2) (T: 19) (R: 5)

6. The instructors and the school should not be allowed to release materials concerning students to employers without the students' consent. (Pts: 4,7,5,3) (T: 19) (R: 6)

7. The Fluid Power and Pneumatics course and the Transmission of Power course for the Power Mechanics program should be combined because they cover much of the same material. They should integrate the material from the two courses and come up with one good course. (Pts: 3,6,8) (T: 17) (R: 7)

8. MPTI should hire another good math instructor. He should be someone who could apply math and physics theories more directly to problems in Power Technology. (Pts: 7,3,3) (T: 13) (R: 8)

9. There should be a larger commons area at the Fond du Lac campus, and it should include a cafeteria so the students can eat lunch on campus. Also, something should be done to improve the atmosphere in the commons. (Pts: 6,1,5) (T: 12) (R: 9)

10. There should be a larger selection of books in the library at Fond du Lac. There should be a variety of books on similar topics and some books that contain basic principles. (Pts: 5,1,6) (T: 12) (R: 10)

11. The major instructor for the Power Mechanics program overlaps much of the material presented to his students as he is teaching too many different courses. He doesn't have time to adequately prepare for each of the classes he teaches, and therefore many of his examples and a lot of the material he presents is the same for all of his different courses. (Pts: 10) (T: 10) (R: 11)

12. Engine problems and more general work on engines should be stressed in the Power Mechanics program. Do not cut down on the material for engine testing. (Pts: 9) (T: 9) (R: 12)

13. There is no correlation between what the Power Mechanics students learn in the Technical Science course and what the graduates from this program are required to do on the job. The course should stress applied physics and it should be geared to what the students will need to know once they are employed. (Pts: 4,2,1) (T: 7) (R: 13)

14. There should be more discipline in the lab for Power Mechanics students. The students should learn that once they are employed they are being paid to produce. Presently, too much time is being wasted in the labs. (Pts: 7) (T: 7) (R: 14)

15. The Power Mechanics program is too closely associated with the Tecumseh Products Company in New Holstein. The course material is geared toward that company, and the company knows too much about the students and has too many reports on the students if they decide to work there after graduation. (Pts: 5) (T: 5) (R: 15)

16. There should be more hand tools such as screw drivers, pliers, and wrenches in the Power Mechanics lab along with more duplicates of these tools. Also, there should be a wider variety of engines to work with. (Pts: 4) (T: 4) (R: 16)

17. There should be less students in the lab classes for the Power Mechanics program because there are too many students fighting for the same equipment. (Pts: 4) (T: 4) (R: 17)

18. The course material for the Power Mechanics program should be revised, and there should be a more qualified instructor for the Psychology course and for the Production Problems and Control course. The graduates feel they wasted their time and received no benefit from these courses. (Pts: 1,2,1) (T: 4) (R: 18)

19. There should be more social activities at MPTI to draw students out of their special corner of the building so they get to know each other. Possibly some students who are outgoing and aggressive could be appointed to a committee that would promote these activities. (Pts: 2) (T: 2) (R: 19)

20. There should be an optional third year for Power Mechanics students to give them the opportunity to take advanced courses or possibly to specialize in certain areas. This year could include courses such as Advanced Electronics, Advanced Milling and Drilling, Machine Tooling Technics, and Advanced Physics. (No Points) (R: 20)

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ADVISORY COMMITTEE - INDUSTRIAL ENGINEERING TECHNICIAN

COMPOSITION OF GROUP NO. 1

1. Male, age 47; served 14 semesters on advisory committee; an employer in Fond du Lac county; the company employs 20 industrial engineering technicians, 2 of whom are MPTI Industrial Engineering Technician graduates.

2. Male, age 32; served 6 semesters on advisory committee; an employer in Fond du Lac county; the company employs 30 industrial engineering technicians, 2 of whom are MPTI Industrial Engineering Technician graduates.

3. Male, age 58; served 14 semesters on advisory committee; an employee in Fond du Lac county; no indication as to the number of employees who are MPTI Industrial Engineering Technician graduates.

4. Male, age 58; served 14 semesters on advisory committee; an employee in Fond du Lac county; the company employs 30 industrial engineering technicians, 2 of whom are MPTI Industrial Engineering Technician graduates.

RESPONSES OF NOMINAL GROUP NO. 1

1. Industrial Engineering instructors should keep up-to-date in areas of rapidly changing technology, especially in Numerical Control and in Computer Programming. They could accomplish this through membership in technical societies and also through attendance at demonstration schools that the companies in the area furnish for their customers. (Pts: 8,9,8,5) (T: 30) (R: 1)

2. The Industrial Engineering Technician advisory committee should be represented by more of the various industries in the district. Over fifty percent of the present committee is employed by Giddings and Lewis. (Pts: 7,8,4,7) (T: 26) (R: 2)

3. MPTI Industrial Engineering graduates expect too much upon graduation. They should be informed of what to expect in terms of salary and job opportunities while they are in school. The Industrial Engineering advisory committee members should supply a list of job openings, salary, type of work, and opportunity for advancement for the counselors to use in guiding the students. (X) (Pts: 4,6, 6,8) (T: 24) (R: 3)

4. The Industrial Engineering Technician advisory committee should help to determine if MPTI is saturating the job market in this field. (Pts: 6,4,3,10) (T: 23) (R: 6)

5. The Industrial Engineering Technician advisory committee should meet more often. There should be a minimum of two meetings and a maximum of three. This has been proposed at our meetings, but it has not been enacted. (X) (Pts: 5,3,10,3) (T: 21) (R: 5)

6. A survey should be developed to determine future demands in the industrial engineering field. The survey should include the number and type of numerical control machines in the area and the programmers that are actively being used. This would be a valuable aid in determining future recruiting efforts and in determining what type of job market will be in existence for our future graduates from MPTI. (Pts: 5,7,9) (T: 21) (R: 6)

7. There should be an attendance requirement for advisory committee members. If you miss three meetings in succession an alternate should be chosen. (Pts: 9,9) (T: 18) (R: 7)

8. The Industrial Engineering Technician advisory committee should be supplied with a detailed agenda prior to each meeting. This would replace the general agenda they presently receive. (Pts: 10,5) (T: 15) (R: 8)

9. The Industrial Engineering Technician advisory committee should assist MPTI in job placement for students. This would be in companies outside of their place of employment. (Pts: 10) (T: 10) (R: 9)

10. The courses in the Industrial Engineering program should include tours of various industries in the district. This will prepare students on what to expect once they are employed. (Pts: 1,7,2) (T: 10) (R: 10)

11. There should be more electives in the Industrial Engineering program such as a course in Programming for students interested in the numerical control field. (Pts: 1,2,6) (T: 9) (R: 11)

12. Should have members from the personnel departments of various companies in the area serve on the Industrial Engineering Technician advisory committee as they are in an excellent position to help graduates from MPTI. (Pts: 2,2,4) (T: 8) (R: 12)

13. There should be a time limit for Industrial Engineering advisory committee members. Perhaps the committee could work on a rotating system with one-third of the membership changing each year. Some of the new members should be selected from outside the Moraine Park District, as from the Oshkosh area, where many graduates are employed. (Pts: 3,1) (T: 4) (R: 13)

14. Representatives of various industries should be used as guest lecturers in Industrial Engineering classes to inform the student of their area of expertise in the business. Advisory committee members could be included among the representatives. (Pts: 1) (T: 1) (R: 14)

15. The members of the Industrial Engineering Technician advisory committee should be doing more through their own initiative, as in the placement of graduates in their companies. (No Points) (R: 15)

16. MPTI should supply a listing of graduates each year to the industrial relations department of every company in the district. This could be done through the MPTI placement office and it would help to improve communications between MPTI and business and industry. (No Points) (R: 16)

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STUDENTS - AUTO BODY

COMPOSITION OF GROUP NO. 1

1. Male, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

2. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

3. Male, age 18; has completed 3 semesters at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

4. Male, age 26; has completed 3 semesters at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

6. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

7. Male, age 20; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program.

RESPONSES OF NOMINAL GROUP NO. 1

1. The amount of time Auto Body students have for shop should be increased. One-hour shop classes are too short as too much time is wasted in setting up materials and in cleanup. Possibly certain days during the week could be devoted entirely to shop, or more lecture classes could be scheduled during the first semester so more time could be devoted to shop during the second semester. (XXX) (Pts: 5,9,3,10,10,8,9) (T: 54) (R: 1)

2. The Auto Body instructor should use more demonstrations and spend more time helping his students during shop classes. (XXX) (Pts: 6,8,6,9,9,7,7) (T: 52) (R: 2)

3. The Auto Body program at West Bend should be a two-year program because you only learn the basics in one year. The second year would be for more detailed instruction and to gain more experience. (XXX) (Pts: 10,10,6,6,5,10) (T: 47) (R: 3)

4. The Auto Body shop at West Bend should have better ventilation and it should be arranged differently. There should be separate sections for painting, compounding, and cleanup. (XX) (Pts: 2,4,9,8,8,4) (T: 35) (R: 4)

5. The Human Relations course for Auto Body students at the West Bend campus should pertain more to the auto body field. (X) (Pts: 9,5,4,7,6) (T: 31) (R: 5)

6. The Introduction to Business Procedures course for Auto Body students should be revised. Possibly it could be a nine-week course. The section on income tax was very good but the sections on filing and bookkeeping were inappropriate for the students since they do not plan to open their own auto body shop upon graduation and by the time they are ready to do so they will have forgotten most of this information. (XXXX) (Pts: 7,1,1,5,9,5) (T: 28) (R: 6)

7. The counselor at the West Bend campus should know more about the Auto Body program. If he has too much work to do possibly an additional instructor could be hired to teach Human Relations and to be a part-time counselor. (Pts: 7,5,4,3,3) (T: 22) (R: 7)

8. The policy at the West Bend campus should be changed so that if you miss a class for a legitimate reason you have the opportunity to make up tests and class notes. This is especially true for the Introduction to Business Procedures course. (XX) (Pts: 10,2,7) (T: 19) (R: 8)

9. The instructors at West Bend should gear their instruction toward the individual students. They should keep in mind that each student comes from a different background and that they have graduated from high school. The courses should be of a higher quality and not like the ones we had in high school. (Pts: 3,4, 6,4) (T: 17) (R: 9)

10. The class schedule at the West Bend campus should be arranged differently. The Auto Body students should be able to schedule their classes so that if a lecture class is shortened or canceled for a certain day the student could use this time to work in the shop. (Pts: 3,10,3) (T: 16) (R: 10)

11. There should be more social and sports activites at the West Bend campus to encourage school spirit and to enable the students to get to know each other. (Pts: 4,3,7) (T: 14) (R 11)

12. The lounge area at the West Bend campus should be larger and there should be a separate room for the TV. This would enable students to turn the TV louder and it would prevent the noise in the lounge area from disturbing classes. (Pts: 1,6,1,2,1,2) (T: 13) (R: 12)

13. There should be more equipment in the lounge at the West Bend campus such as a pool table, foosball table, and possibly a stereo in a separate room from the television. (Pts: 2,8,1) (T: 11) (R: 13)

14. The school policy should be that you do not graduate if you miss too many classes, but a student should not be dropped from the program because of attendance. Allow him to continue but with the understanding that he will not receive a diploma. (Pts: 8) (T: 8) (R: 14)

15. The students in the Auto Body program at West Bend should be able to work on any type of car. A car is a car and a dent is a dent, so it should not make a difference whose car we work on as long as it applies to the material we are learning in the course. (XX) (Pts: 8) (T: 8) (R: 15)

16. There should be more vending machines at the West Bend campus, and possibly they could be cheaper as presently it is too expensive to eat dinner from them. They should reinstall the soup machine and add one for chips and other snack items. (Pts: 5) (T: 5) (R: 16)

17. There should be a better orientation for students planning to attend the West Bend campus. It should include a tour of the campus and an honest explanation of what you can expect to gain from the program you plan to enroll in. (Pts: 2,2,1) (T: 5) (R: 17)

18. More information should be made available for students concerning student loans and more students should be encouraged to take advantage of them. (No Points) (R: 18)

19. A quiz or a test should be announced and given only on days when a majority of students are in class. (No Points) (R: 19)

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GRADUATES - AUTO MECHANICS

COMPOSITION OF GROUP NO. 1

1. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Dodge county.

2. Male, age 21; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Dodge county.

3. Male, age 21; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Columbia county.

4. Male, age 21; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.

5. Male, age 26; attended MPTI-Fond du Lac; graduated June, 1972; presently unemployed.

RESPONSES OF NOMINAL GROUP NO. 1

1. Some of the required courses for the Auto Mechanics program should be electives. This includes Communications Improvement, Fundamentals of Accounting, Fundamentals of Selling, and Human Relations. (XX) (Pts: 5,7,10,10,10) (T: 42) (R: 1)

2. More electives should be offered for Auto Mechanics students. They could include Typing and a variety of courses from other programs that might be of interest to auto mechanics. (Pts: 10,10,9,1,8) (T: 38) (R: 2)

3. More time should be spent on the different aspects of the Auto Mechanics program. We didn't have enough time to gain experience working with air conditioners, power steering, and automatic transmissions. (XXX) (Pts: 9,6,9,9) (T: 33) (R: 3)

4. MPTI should offer refresher courses that are updated annually on new devices on cars such as emission control devices. (X) (Pts: 7,6,3,7,7) (T: 30) (R: 4)

5. A course on Electricity in relation to cars should be taught in the Auto Mechanics program. It should include charging and auto circuits and should be both a lecture and a lab course. (X) (Pts: 9,8,7,6) (T: 30) (R: 5)

6. Students in the Auto Mechanics program should be able to specialize in certain areas such as air conditioners, brakes and front ends, and transmissions. (Pts: 1,3,4,8,3) (T: 19) (R: 6)

7. Some of the classes in the Auto Mechanics program were too large. There should be a better screening process to eliminate those students who are not interested in the program or who are not successful in the program. (Pts: 6,2,4,2) (T: 14) (R: 7)

8. MPTI should offer a larger variety of evening courses with some of them being on an advanced level. This should include courses on diesel engines and on small engines. They should include theory along with a lab to gain experience. (Pts: 8,5) (T: 13) (R: 8)

9. MPTI should be in one building in Fond du Lac, not spread out over the city. It was difficult for the Auto Mechanics students to schedule club meetings and there were transportation problems because of the distance between the school and the annexes. (Pts: 4,1,5,2,1) (T: 13) (R: 9)

10. The instructors in the Auto Mechanics program should put more emphasis on the time it takes to do a certain job. Once employed the students cannot goof around as they did while working in the auto shop at MPTI. (Pts: 5,6) (T: 11) (R: 10)

11. The instructors in the Auto Mechanics program should teach their students more on how to maintain shop equipment such as the hoist, pads on alignment equipment, changing oil, and the compressor. (Pts: 4,1,5) (T: 10) (R: 11)

12. More model auto parts or units are needed in the Auto Mechanics shop so that each student can work on them. This includes parts for air conditioning units, automatic transmissions, and power steering. (Pts: 2,8) (T: 10) (R: 12)

13. The class structure for Auto Mechanics students at MPTI is too rigid. If you were working on a job when the first semester ended you are unable to finish it at the beginning of the second semester because the equipment is no longer available. For example, if you were working on brakes during the first semester you had to switch to working with transmissions during the second semester. (Pts: 3,3,4) (T: 10) (R: 13)

14. Dues for the Auto Mechanics Club should be included in the course fees. This would stimulate more interest in the club. (Pts: 2) (T: 2) (R: 14)

15. Graduates from the Auto Mechanics program should be able to use the equipment in the auto shop to gain more experience. They could come in during periods when they would not be disrupting a class. (No Points) (R: 15)

16. There should be more instructors available to help the slower students in the Auto Mechanics program. (No Points) (R: 16)

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STUDENTS - ELECTRONIC SERVICING

COMPOSITION OF GROUP NO. 1

1. Male, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by personal decision.

2. Male, age 21; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

3. Male, age 20; has completed 2 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

4. Male, age 19; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 25; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

6. Male, age 21; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

7. Male, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

8. Male, age 26; has completed 1 semester at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by an MPTI staff member.

9. Male, age 20; has completed 2 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI student.

10. Male, age 23; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

11. Male, age 19; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Electronic Servicing program should be expanded to one-and-one-half to two years. The first year would be to learn the basic theory or for generalized instruction. The second year would be to specialize in either industrial electronics or TV and radio repair. Too much material is presently being crammed into the program. Also, students should have the option after the first year to go into the specialized courses or into an apprentice program. (XXXXXXXX) (Pts: 10,9,10,10,10,10,10,10,10,9) (T: 98) (R: 1)

2. MPTI should update all the equipment in the Electronic Servicing shop. They should get more and better triggered dual beam-o-scopes, better signal generators in audio and RF range, a UHF television signal generator, more components, banana plugs, pin plugs, and transistors. The students spend too much time looking for materials. Everyone should have their own work kit at the start of the program. Also, they should maintain the present equipment better. (XXXXXXXXXX) (Pts: 9,10,9,9,8,6,9,5,9,10,10) (T: 94) (R: 2)

3. The Electronic Servicing shop should be larger. The students need more workbenches and more room to do their work. (XXXXXX) (Pts: 8,9,8,5,6,3,7,8) (T: 54) (R: 3)

4. There should be better coordination between the Electronics Math courses and other Electronic Servicing courses. We should cover the material in Math when we need it for our Electronic Servicing courses. (XXXXX) (Pts: 4,7,8,4,4,6,6,7) (T: 46) (R: 4)

5. The instructor for the Electronic Servicing program should use more audiovisual aids such as films, movies, and videotapes in the lecture courses. Also, he should obtain a storage scope. (XXXXX) (Pts: 5,4,6,3,3,9,4,7,4) (T: 45) (R: 5)

6. The Human Relations course should be dropped from the Electronic Servicing program. (XXX) (Pts: 3,8,7,4,5,8,5) (T: 40) (R: 6)

7. The Electronic Servicing program needs an additional instructor. This would lessen the work load of the present instructor, and it would give the students more than one point of view on how to do things. (XXX) (Pts: 6,6,5,8,2,2,6,5) (T: 40) (R: 7)

8. MPTI should have a few more people in the placement office. They should have someone to go around to companies in the area to help students find a job. Also, they should have a list of students in the placement office containing the type of job they are looking for so that when businesses are contacted the placement person can set up appoinments for interviews. They should supply students with a list of qualifications they need for a job before sending them out for an interview. (Pts: 9,9,5,7,6) (T: 36) (R: 8)

9. There should be a better textbook for the Instruments and Measurements course, and lab manuals and experiment books for Electronic Servicing students. Also, there should be two or three books in the classroom that cover the same material to serve as additional references. (Pts: 7,4,7,2,3,3,8) (T: 34) (R: 9)

10. MPTI should develop some sort of cafeteria in the school to have a hot lunch program. The students should have a decent meal, not the food in the vending machines. (Pts: 1,3,2,8,4,2) (T: 20) (R: 10)

11. The schedule for the Electronic Servicing students should be spread out more. They should have a few two-hour breaks between classes to give them time to get things done. This should be done if the program can be extended for two years. If it can't be arranged, all the classes should be scheduled together either in the morning or in the afternoon. (Pts: 1,7,8,1) (T: 17) (R: 11)

12. There should be more room in the student lounge. There should be more tables and extra room to eat lunch. (XX) (Pts: 6,3,4,3) (T: 16) (R: 12)

13. The Instruments and Measurements class should be extended to a full year so students can study more instruments. This extra time could take the place of the Human Relations course. (Pts: 5,3,7) (T: 15) (R: 13)

14. MPTI should have all classes in one building, or they should have a better means of commuting between the different campuses. Possibly, they could have a bus to transport the students around. (XXXX) (Pts: 2,3,7,1) (T: 13) (R: 14)

15. There should be more magazines on electronics in the library. They should have magazines that contain something on the new technology and devices coming out in the electronics field. (Pts: 2,5,4) (T: 11) (R: 15)

16. They should pave the shoulder of Johnson Street, and there should be a paved surface where students can ride their bicycles to school. They should also pave the parking lot. (Pts: 6) (T: 6) (R: 16)

17. There should be more games, and a separate game room at MPTI. There should be something besides foosball. (Pts: 5,1) (T: 6) (R: 17)

18. There should be a stricter enforcement of library rules, or MPTI should add a few rooms just for studying. (Pts: 1,2,1,2) (T: 6) (R: 18)

19. Electronic Servicing students should only have one semester of Communication Skills. A lot of this material is a repeat of what they had in high school. (Pts: 1,1,1) (T: 3) (R: 19)

20. There should be one locker per person. (X) (Pts: 2) (T: 2) (R: 20)

21. The instructor in the Electronic Servicing shop should teach about five or six students how to operate the machines and then have these students demonstrate how to operate the machines for the rest of the class. (Pts: 2) (T: 2) (R: 21)

22. They should have a variety of different students from each program, especially women, in the General Education courses. (Pts: 1) (T: 1) (R: 22)

23. Dances and other evening activities should be on Saturday nights as many students have to travel to attend. (No Points) (R: 23)

24. There are too many flies in the student commons and around the school. Something should be done to control the flies because the students can't eat their lunch in peace. (No Points) (R: 24)

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GRADUATES - ELECTRONIC SERVICING

COMPOSITION OF GROUP NO. 1

1. Male, age 19; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.

2. Male, age 23; attended MPTI-Fond du Lac; graduated June, 1972; has held a training-related job since graduation but not employed in the field at this time.

3. Male, age 26; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Fond du Lac county.

4. Male, age 39; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.

RESPONSES OF NOMINAL GROUP NO. 1

1. Electronic Servicing should be a two-year associate degree program because you can't learn enough in one year. During the second year more emphasis could be placed on numerical control machine repair, and the students could learn how these controls operate. Presently, the course is too condensed. (XXX) (Pts: 10,10,10) (T: 30) (R: 1)

2. The Electronic Servicing program should be revised so it is a two-year program with all the general courses offered in the first semester. The program should be divided in the remaining three semesters to allow the students to specialize either in industrial electronics or TV and stereo servicing. (XXX) (Pts: 10,9,9) (T: 28) (R: 2)

3. There should be a larger shop area for the Electronic Servicing program as the present facility is too small. (Pts: 9,2,5,8) (T: 24) (R: 3)

4. A course should be offered in the Electronic Servicing program that emphasizes home service calls and what to do on them because this is the type of person employers are looking for. (Pts: 6,8, 4,6) (T: 24) (R: 4)

5. There should be more instructors in the Electronic Servicing program. One instructor can't handle all the work. (Pts: 5,6,7,4) (T: 22) (R: 5)

6. There is a lot of outdated material contained in the Electronics Related course. The course should place more emphasis on transistors and very little on tubes. When a tube goes the repairman just replaces it---he doesn't have to know the theory on how it works. (Pts: 9,8,5) (T: 22) (R: 6)

7. There should be more and better triggered scopes and other equipment to be used in the Electronic Servicing program. A lot of equipment is not working, and therefore there isn't enough for each student in the class. MPTI should have a number of opinions from people who know electronics and not just an instructor's opinion on the type and quality of equipment to buy before purchasing more. Also, they should dispose of some of the obsolete equipment such as the Giddings and Lewis control that is outdated because it is just wasting room in the already crowded shop. (Pts: 7,6,7) (T: 20) (R: 7)

8. The Communications course and the Human Relations course for Electronic Servicing students should be revised to pertain to our program. It should contain more material on how to relate to people and how to communicate with customers. The section on writing a resume' was good, but the sections on grammar and punctuation should be dropped. (XXX) (Pts: 8,3,3,2) (T: 16) (R: 8)

9. MPTI should do more advertising to let employers on a statewide basis know what programs it offers and what is contained in the program, including the number of hours involved. This would be a valuable aid in finding a job. (Pts: 7,1) (T: 8) (R: 9)

10. There should be a better screening of students for the Electronic Servicing program because some students are there just to collect the money, especially the MDTA students. (Pts: 1,4,2) (T: 7) (R: 10)

11. The Communications course and the Human Relations course for Electronic Servicing students should have more qualified instructors. (XXX) (Pts: 3,3) (T: 6) (R: 11)

12. There should be more followup on graduates by the placement office. If you need help finding a job after you graduate you should be able to come back to MPTI and receive assistance from the placement office. (Pts: 5) (T: 5) (R: 12)

13. Something should be done to discipline students who use profane language in class, especially in front of female instructors. There should be some type of discipline on what goes on in the lounge, especially in regard to dirty posters. (Pts: 4) (T: 4) (R: 13)

14. The Electronic Servicing program should start in August and end in May so you get a jump on other students in finding jobs, especially those from two-year programs in Oshkosh and Sheboygan. (Pts: 2,1,1) (T: 4) (R: 14)

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STUDENTS - OFFICE MACHINE SERVICEMEN

COMPOSITION OF GROUP NO. 1

1. Male, age 19; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

2. Male, age 24; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend and a high school counselor.

3. Male, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

4. Male, age 23; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

5. Male, age 37; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the Division of Vocational Rehabilitation.

6. Male, age 26; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a counselor at the Wisconsin State Employment Service.

7. Male, age 22; has completed 1 semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; no indication as to what influenced his decision to attend MPTI.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Office Machine Servicemen program should be expanded to two years. Presently, everything is presented too fast and is crammed into the course. The students do not have much free time during the day. (XXXXXX) (Pts: 9,10,10,10,10,10,10) (T: 69) (R: 1)

2. The Human Relations course for the Office Machine Servicemen program should be dropped because it doesn't pertain to the program, and a lot of the material presented is also contained in the Communications course. We do not need both courses, and one should be dropped to avoid duplication of material such as body language, etc. (XXXXXX) (Pts: 10,9,9,9,9,9,3) (T: 58) (R: 2)

3. There should be solid blocks of time, possibly four hours, in the Electronics lab for Office Machine Servicemen. They don't have time to complete the projects they begin. (XXXXXX) (Pts: 8,7,8,7,7,7,6) (T: 50) (R: 3)

4. Students in the Office Machine Servicemen program need better training manuals for typing machines. The manual would be for the same machines that are in the shop. Also, the tapes used should match the manuals. There should be a written version of the tapes. (Pts: 6,8,7,5,8,6,7) (T: 47) (R: 4)

5. Everyone should have the same style of typewriter at the beginning of the course. It is difficult for students to follow along with the slides and other material. All the students are beginners and they should work together at the start. (XXXXX) (Pts: 3,6,4,8,6,8,9) (T: 44) (R: 5)

6. The instructor in the Electronics course for Office Machine Servicemen should stress troubleshooting in components instead of doing so many experiments. He should have a machine that he can goof up and have the students determine how to fix it. It would be more like the work that is required on the job. (Pts: 5,3,6,6,2,2,5) (T: 29) (R: 6)

7. The lab manuals in the Electronics course for Office Machine Servicemen should be geared more toward digital logic. (XXXX) (Pts: 4,5,5,3,4,3,4) (T: 28) (R: 7)

8. Each individual student should have the components to match his manual for doing experiments in the Electronics shop. (X) (Pts: 7,4,3,2,3,5,2) (T: 26) (R: 8)

9. There should be separate equipment and components for each program that uses the Electronics shop. It is too disorganized when students from three different programs have to share the same equipment. (XXXX) (Pts: 2,2,4,5,4,8) (T: 25) (R: 9)

10. The schedule for the Office Machine Servicemen students should be arranged so they are free during the orientation period. They don't get the benefits from their activity fee because they are in class. (Pts: 1,1,1,1) (T: 4) (R: 10)

11. Everyone should have his own locker. The lockers are too small, and the students have to share them. (Pts: 3) (T: 3) (R: 11)

12. The commons area should be larger at MPTI. It is too crowded. (Pts: 2) (T: 2) (R: 12)

13. There should be more A's given in the Communications course. It seems that nobdy gets A's, and the students wonder why because they feel they deserve an A for some of their work. (No Points) (R: 13)

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STUDENTS - MACHINE TOOL OPERATION

COMPOSITION OF GROUP NO. 1

1. Male, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

2. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

3. Male, age 26; has completed 1 semester and a summer session at the MPTI-West Bend Campus; highly satisfied with the program; influenced to enroll at MPTI by an MPTI staff member.

4. Male, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

6. Male, age 22; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

7. Male, age 41; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

8. Male, age 33; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. There should be a better class schedule for Machine Tool Operation students because they all work. The classes should be closer together and we should skip the scheduled lunch hour so we can leave earlier in the day. Classes should be scheduled in the morning, or in the evening if you work days. The class schedule where all classes are in the middle of the day should be deleted. (XX) (Pts: 10,3,7,4,10,9,10) (T: 53) (R: 1)

2. There should be a regular Welding instructor for Machine Tool Operation students. He should be qualified to teach both arc welding and gas welding. (XXXXX) (Pts: 4,5,4,10,10,5,7,7) (T: 52)

3. There should be more equipment in the machine shop at West Bend because there is not enough equipment for everyone to use. Also, there should be a larger shop to work in. (XXX) (Pts: 7,6,9,5, 9,8,8) (T: 52) (R: 3)

4. Extra hours of Shop Math should be added each week for Machine Tool Operation students because it will help those who have problems in mathematics. The Math class could possibly be scheduled every day of the week. (Pts: 10,8,9,8,10) (T: 45) (R: 4)

5. There should be more money available to get more good grade steel in the machine shop at West Bend next year. (X) (Pts: 6,5,8,7,6,9) (T: 41) (R: 5)

6. The West Bend campus should be expanded. It is not big enough to handle the number of students that they presently have enrolled. (Pts: 9,10,5,6,6) (T: 36) (R: 6)

7. The instructors at the West Bend campus should have their office hours posted so students can come in for individual help. (Pts: 8,9,2,2,5) (T: 26) (R: 7)

8. There should be more locker space available both for school activities and in the shop areas. There is not enough room for everyone. (Pts: 5,1,7,2,7,1) (T: 23) (R: 8)

9. There should be more and better equipment for the Welding class at West Bend so everyone has some to use. This would include more pliers, gloves, leather aprons, and new gas welding equipment. (Pts: 8,2,6,4) (T: 20) (R: 9)

10. The West Bend campus should have a person available to help students to find jobs while they are going to school. Possibly they could help the students before they begin classes. (Pts: 7,2,6,3) (T: 18) (R: 10)

11. The students should have a week off for a spring break, possibly during March. It is a long time to work and attend school from Christmas to Easter without such a break. (Pts: 1,3,8) (T: 12) (R: 11)

12. Students shouldn't be docked for missing a few classes. If they know their material and pass the tests that is what they should be graded on. (Pts: 4,6,1,1) (T: 12) (R: 12)

13. The Communications and Human Relations courses should be revised for the Machine Tool Operation students. They should get down to some facts. The students buy a $6 book and only use it a couple of times. These courses should be geared more to our program and they should be more specific in areas where we would need this type of information. (XXX) (Pts: 2,9) (T: 11) (R: 13)

14. The West Bend campus should have more well-rounded sports activities such as archery and golf, and these should include some tournaments. Also, there should be more social activities such as parties and dances at West Bend. (Pts: 4,1,4,2) (T: 11) (R: 14)

15. There should be more recreation facilities available at West Bend such as targets, basketball hoops, and areas to play with whiffle balls. There should be pool tables and other games available in a game room at our school. Also, the lounge area should be enlarged. (Pts: 1,3,3,3) (T: 10) (R: 15)

16. If you miss a test you should be able to make it up. (Pts: 1,3,5) (T: 9) (R: 16)

17. MPTI should have better communications with the state of Wisconsin concerning funds that are available to students, and they should make this information known. It should include information on the GI Bills, MDTA, and students insurance policies. (Pts: 3,4) (T: 7) (R: 17)

18. There should be a school newspaper at the West Bend campus that is available to everyone to let them know what is happening around the school. (Pts: 2) (T: 2) (R: 18)

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STUDENTS - MACHINE TOOLING TECHNICS

COMPOSITION OF GROUP NO. 1

1. Male, age 23; has completed 4 semesters at the MPTI-West Bend Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by an MPTI staff member.

2. Male, age 27; has completed 3 semesters at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

3. Male, age 23; has completed 3 semesters at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

RESPONSES OF NOMINAL GROUP NO. 1

1. The student evaluation done by the instructors should be released to the student so he can decide if he wants this evaluation sent to an employer. The evaluations should be open and students should not need written consent to see them. (Pts: 10,10,10) (T: 30) (R: 1)

2. The Human Relations course and the Communications course should be dropped for Machine Tooling Technics students as we are not learning much and the time could be better spent. (XX) (Pts: 8,9,5) (T: 22) (R: 2)

3. Students in the Machine Tooling Technics program should have four semesters of Math instead of three. This would enable them to go further into Trigonometry and other areas. (XX) (Pts: 9,5,2) (T: 16) (R: 3)

4. The Machine Tooling Technics instructor should better understand situations and know how to deal with them properly. He should be consistent in his ideas in order to get his point across. (X) (Pts: 7,8) (T: 15) (R: 4)

5. There should be less students in the shop classes because there are too many students per instructor. If this isn't possible, then enlarge the shop, purchase more equipment, and hire additional instructors to help out in shop classes. (Pts: 6,4,4) (T: 14) (R: 5)

6. There should be a Drafting course included in the Machine Tooling Technics program. (XX) (Pts: 5,6) (T: 11) (R: 6)

7. MPTI should go on a three-semester schedule where the students can get one semester in during the summer in order to graduate and get on the job sooner. (Pts: 4,3,3) (T: 10) (R: 7)

8. Attendance requirements for students at the West Bend campus should be dropped: it shouldn't reflect on your grade if you miss a class. This is especially true for veterans because they have to work, and if they miss a class they lose GI Bill benefits. (Pts: 9) (T: 9) (R: 8)

9. Second-year students should have priority in class scheduling over first-year students. Their classes should be earlier in the day and closer together to enable them to work because they still need money for expenses in order to come back to school for their second year. (Pts: 3,6) (T: 9) (R: 9)

10. There should be more scheduled class time available in shop classes for Machine Tooling Technics students. If possible, it should be four hours per day. (XX) (Pts: 7,2) (T: 9) (R: 10)

11. Classes should be scheduled so veterans can take all 30 of their required hours during the day and not have to come back for evening courses. (Pts: 8) (T: 8) (R: 11)

12. Teachers should be evaluated in a manner similar to the student evaluation. Each student should evaluate his instructors and send this evaluation to the district board. (Pts: 1,7) (T: 8) (R: 12)

13. There should be some electives included in the Machine Tooling Technics program such as courses in Mechanical Drafting and Mechanical Design. (Pts: 2) (T: 2) (R: 13)

14. Registration should be on a first-come first-serve basis. Full-time students shouldn't have priority over part-time students. (Pts: 1) (T: 1) (R: 14)

15. Students who are 18 years old should be able to drink alcoholic beverages at school activities which are held off campus, such as during the bowling tournaments. (Pts: 1) (T: 1) (R: 15)

16. The Mechanical Drafting instructor should take his students into consideration. He teaches way over our heads. (No Points) (R: 16)

17. There should be better organized school activities at the West Bend campus such as dances. We should not have to go to Fond du Lac for these. (No Points) (R: 17)

18. School should be canceled on days when there are bad snowstorms. If a student feels he can't make it to school it shouldn't be marked on his attendance record. (No Points) (R: 18)

CATEGORIZATION

OF

TRANSCRIBED RESPONSES

TRADE AND INDUSTRY

DEPARTMENT

Category No. 1
ADDITION OF A COURSE OR PROGRAM

INSTRUCTOR

1. With all the emission controls, etc. which have been added to cars, more time is needed to complete the Auto Mechanics program. (R: 5)

2. Need formalized associate degree night programs. (R: 17)

STUDENT

3. The Electronic Servicing program should be expanded to one-and-one-half to two years. The first year would be to learn the basic theory or for generalized instruction. The second year would be to specialize in either industrial electronics or TV and radio repair. Too much material is presently being crammed into the program. Also, students should have the option after the first year to go into the specialized courses or into an apprentice program. (R: 1)

4. The Office Machine Servicemen program should be expanded to two years. Presently, everything is presented too fast and is crammed into the course. The students do not have much free time during the day. (R: 1)

5. The Auto Body program at West Bend should be a two-year program because you only learn the basics in one year. The second year would be for more detailed instruction and to gain more experience. (R: 3)

6. Students in the Machine Tooling Technics program should have four semesters of Math instead of three. This would enable them to go further into Trigonometry and other areas. (R: 3)

7. There should be a Drafting course included in the Machine Tooling Technics program. (R: 6)

8. If the Welding and Metal Fabrication programs are combined, as they presently are, it should be a two-year program. (R: 7)

9. There should be a two-year Mechanical Design program offered at the West Bend campus. The students can't afford to drive to Fond du Lac for this program. (R: 7)

10. There should be a scheduled period during the week during which the students in the Metal Fabrication and Welding programs could use the shop for repairing their equipment and to complete projects that they were unable to finish during class time. (R: 14)

11. The Mechanical Drafting program at West Bend should be a two-year program, as it will better prepare the student for a job. (R: 15)

GRADUATE

12. An Electronics course and a Drafting course should be added as the required courses for the Power Mechanics program. (R: 1)

13. Electronic Servicing should be a two-year associate degree program because you can't learn enough in one year. During the second year more emphasis could be placed on numerical control machine repair, and the students could learn how these controls operate. Presently, the course is too condensed. (R: 1)

14. More time should be spent on the different aspects of the Auto Mechanics program. We didn't have enough time to gain experience working with air conditioners, power steering, and automatic transmissions. (R: 3)

15. A course should be offered in the Electronic Servicing program that emphasizes home service calls and what to do on them because this is the type of person employers are looking for. (R: 4)

16. A course on Electricity in relation to cars should be taught in the Auto Mechanics program. It should include charging and auto circuits and should be both a lecture and a lab course. (R: 5)

17. MPTI should offer courses on the metric system and on working with decimals for Mechanical Design students. (R: 7)

18. There should be an optional third year for Power Mechanics students to give them the opportunity to take advanced courses or possibly to specialize in certain areas. This year could include courses such as Advanced Electronics, Advanced Milling and Drilling, Machine Tooling Technics, and Advanced Physics. (R: 20)

Category No. 2
ADDITIONAL STAFF - MPTI CAMPUS

INSTRUCTOR

1. Would like a full-time lab aide in Food Manufacturing, Power Technology, Office Machine Repair, and Electronics. Lab aides in the past have not been qualified. (R: 3)

2. The instructors at Beaver Dam need more assistance in developing audiovisual aids. (R: 4)

3. ....Need a qualified paraprofessional lab assistant so students can use as much time as necessary to meet the objectives. (R: 4)

4. There is a need for paraprofessionals, especially in the Agricultural Mechanic program. Their duties would be to keep equipment in top working condition, to order major items and supplies, to set up educational props, to obtain parts from supply houses for the equipment being rebuilt in the shops, and to help in overseeing shop time. (R: 9)

5. Need a qualified person to handle lab equipment repairs or give the instructors time to do it. (R: 13)

6. Need more staff to help the media specialist....(R: 15)

7. Should have a night watchman for 24-hour security and for fire protection. (R: 20)

STUDENT

8. There should be a regular Welding instructor for Machine Tool Operation students. He should be qualified to teach both arc welding and gas welding. (R: 2)

9. ....hire additional instructors to help out in shop classes. (R: 5)

10. The Electronic Servicing program needs an additional instructor. This would lessen the work load of the present instructor, and it would give the students more than one point of view on how to to things. (R: 7)

11. The counselor at the West Bend campus should know more about the Auto Body program. If he has too much work to do possibly an additional instructor could be hired to teach Human Relations and to be a part-time counselor. (R: 7)

12. Need a lab assistant available at all times during the day in the power shop and the machine shop. (R: 7)

13. MPTI should have a few more people in the placement office. They should have someone to go around to companies in the area to help students find a job. Also, they should have a list of students in the placement office containing the type of job they are looking for so that when businesses are contacted the placement person can set up appointments for interviews. They should supply students with a list of qualifications they need for a job before sending them out for an interview. (R: 8)

14. The West Bend campus should have a person available to help students to find jobs while they are going to school. Possibly they could help the students before they begin classes. (R: 10)

GRADUATE

15. There should be a second instructor for the Power Mechanics program who could give the students a second viewpoint on the material presented. Also, student lab assistants are needed. (R: 2)

16. There should be more instructors in the Electronic Servicing program. One instructor can't handle all the work. (R: 5)

17. MPTI should hire another good math instructor. He should be someone who could apply math and physics theories more directly to problems in Power Technology. (R: 8)

18. There should be more instructors available to help the slower students in the Auto Mechanics program. (R: 16)

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

INSTRUCTOR

1. It is difficult to get service from the district's audiovisual person. He was hired to help instructors prepare instructional materials, but the majority of his time is devoted to things like publicity for the district. (R: 3)

2. Administration is too far removed from the classroom and should be involved with the actual educational process. The administration should either attend advisory committee meetings or teach a class. (R: 7)

3. The administration should select some type of guide to limit the number of instructors using each shop area at the Beaver Dam campus. There should not be eight or nine instructors using one shop during the span of one week. (R: 8)

4. There is discrimination on the part of the administration on who can go to seminars.... (R: 13)

5. Administration is going to flood the job market in several areas by demanding that we maintain too many students---their interest seems to be in quantity versus quality. (R: 17)

6. Administrators should be required to teach a full-time course every two years. (R: 30)

STUDENT

7. The administration at the West Bend campus doesn't give the students a say in what takes place at the school. They dictate rules and don't take the students into consideration. The West Bend campus is run like a high school. The students should be treated as post high school students. A number of the students are older and are not accustomed to being treated as high school students. Also, the Student Senate is a front. They don't have a definite function or a voice in what goes on at the school. (R: 1)

Category No. 4
ADVISORY COMMITTEES

INSTRUCTOR

1. There should not be anyone on the advisory committees who is not actively engaged in the trade. Some advisory committees have only one or two persons involved in the trade. (R: 18)

2. The advisory committees and employers should assist us more in determining what is relevant for employment in each field. (R: 22)

3. Food Manufacturing has two advisory committees---one at the state level and one at the local level. They duplicate in their efforts and tell us different things. (R: 37)

ADVISORY COMMITTEE

4. The Industrial Engineering Technician advisory committee should be represented by more of the various industries in the district. Over fifty percent of the present committee is employed by Giddings and Lewis. (R: 2)

5. ....The Industrial Engineering advisory committee members should supply a list of job openings, salary, type of work, and opportunity for advancement for the counselors to use in guiding the students. (R: 3)

6. The Industrial Engineering Technician advisory committee should help to determine if MPTI is saturating the job market in this field. (R: 4)

7. The Industrial Engineering Technician advisory committee should meet more often. There should be a minimum of two meetings and a maximum of three. This has been proposed at our meetings, but it has not been enacted. (R: 5)

8. New advisory committee members should be given a thorough background on the programs they are to serve. (R: 5)

9. There should be more and better communications between the advisory committee members and the instructors, either by means of a monthly newsletter or a circular. (R: 6)

10. There should be an attendance requirement for advisory committee members. If you miss three meetings in succession an alternate should be chosen. (R: 7)

11. The Industrial Engineering Technician advisory committee should be supplied with a detailed agenda prior to each meeting. This would replace the general agenda they presently receive. (R: 8)

12. The Industrial Engineering Technician advisory committee should assist MPTI in job placement for students. This would be in companies outside of their place of employment. (R: 9)

13. Should have members from the personnel departments of various companies in the area serve on the Industrial Engineering Technician advisory committee as they are in an excellent position to help graduates from MPTI. (R: 12)

14. There should be a time limit for Industrial Engineering advisory committee members. Perhaps the committee could work on a rotating system with one-third of the membership changing each year. Some of the new members should be selected from outside the Moraine Park District, as from the Oshkosh area, where many graduates are employed. (R: 13)

15. The members of the Industrial Engineering Technician advisory committee should be doing more through their own initiative as in the placement of graduates into their companies. (R: 15)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

INSTRUCTOR

1. The shop instructors at Beaver Dam would like to have a monthly staff meeting where all full-time, part-time, evening course, high school, and apprentice instructors are required to attend. This could possibly be scheduled during evening hours. (R: 2)

2. Need a better method of communications between the office and the instructors and the instructors and staff within their department. (R: 29)

STUDENT

3. The teachers for the Mechanical Drafting program in West Bend should work together and be uniform in the material they present to their class. Maybe they could communicate more so one instructor doesn't tell you one thing and another instructor tell you the opposite. (R: 2)

4. ....The instructor for the Advanced Milling and Drilling course does not desire to gear the course toward the Engine Technology program but toward a tool and die maker; this causes poor student relations. (R: 3)

5. There is a lack of communication at the Beaver Dam campus. The students in the Welding and Metal Fabrication programs have a number of questions concerning their diploma and other school policies but they do not know where to find the answers, or who to approach to obtain information. (R: 6)

6. The instructors at the West Bend campus should have their office hours posted so students can come in for individual help. (R: 7)

7. MPTI should have better communications with the state of Wisconsin concerning the funds that are available to students, and they should make this information known.... (R: 17)

8. There should be a better orientation for students planning to attend the West Bend campus. It should include a tour of the campus and an honest explanation of what you can expect to gain from the program you plan to enroll in. (R: 17)

9. There should be a school newspaper at the West Bend campus that is available to everyone to let them know what is happening around the school. (R: 18)

Category No. 6
COMMUNICATIONS: MPTI WITH BUSINESS and INDUSTRY

ADVISORY COMMITTEE

1. Instructors should visit the various types of industry more often for a better understanding of an entire area in which they teach. (R: 3)

GRADUATE

2. MPTI should do more advertising to let employers on a statewide basis know what programs it offers and what is contained in the program, including the number of hours involved. This would be a valuable aid in finding a job. (R: 9)

3. The Power Mechanics program is too closely associated with the Tecumseh Products Company in New Holstein. The course material is geared toward that company, and the company knows too much about the students and has too many reports on the students if they decide to work there after graduation. (R: 15)

Category No. 7
DELETION OF A COURSE OR PROGRAM

INSTRUCTOR

1. We have a separate course for the Nursing, Cosmetology, and Food Manufacturing programs which has the same title and context, but taught by three different instructors with a duplication. (R: 23)

STUDENT

2. The Human Relations course for the Office Machine Servicemen program should be dropped because it doesn't pertain to the program, and a lot of the material presented is also contained in the Communications course. We do not need both courses, and one should be dropped to avoid duplication of material such as body language, etc. (R: 2)

3. The Human Relations course and the Communications course should be dropped for Machine Tooling Technics students as we are not learning much and the time could be better spent. (R: 2)

4. The Human Relations course should be dropped from the Electronic Servicing program. (R: 6)

5. The American Institutions course should be dropped from the curriculum as it is irrelevant to the Power Mechanics program. Students in Power Mechanics could put this time to a more beneficial use by taking a different course. (R: 11)

6. The Fluid Power and Pneumatics course should be combined with the Transmission of Power course in the Power Mechanics program. (R: 12)

7. Electronic Servicing students should only have one semester of Communication Skills. A lot of this material is a repeat of what they had in high school. (R: 19)

GRADUATE

8. One semester of Communication Skills, Economics, and American Institutions should be dropped from the Mechanical Design program because they are too general. They are not much of a benefit because they aren't related to the program.... (R: 3)

9. The Fluid Power and Pneumatics course and the Transmission of Power course for the Power Mechanics program should be combined because they cover much of the same material. They should integrate the material from the two courses and come up with one good course. (R: 7)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

INSTRUCTOR

1. The shop instructors at Beaver Dam would like to have a monthly staff meeting where all full-time, part-time, evening course, high school, and apprentice instructors are required to attend. This could possibly be scheduled during evening hours. (R: 2)

2. Need a policy on school absences. The instructors now have the freedom to choose their own policies, but in some cases there is policy; however, the administration criticizes us when we adhere to it. Absentee policy should also be consistent with the Annexes. (R: 8)

3. The shops at the Beaver Dam campus are too cold for lecture classes. They shouldn't be used for classrooms. (R: 12)

4. Only legitimate personnel should have access to keys to individual shops and classrooms. (R: 12)

5. ....The instructors at the school do not get the media specialist's time. The media specialist service area should be centrally located for the instructional staff. (R: 15)

6. Need formalized associate degree night programs. (R: 17)

7. Too much paperwork involved in ordering and controlling supplies. (R: 25)

8. Foundry operations should not be conducted in the machine shop or any area in which there is precision equipment. (R: 28)

9. More than 10 minutes should be allowed for students and instructors who have to go from the UW Center-Fond du Lac to MPTI. (R: 32)

STUDENT

10. The students in the Welding and Metal Fabrication programs at the Beaver Dam campus take the same material and actually complete both programs. Therefore, their diploma should state that they are qualified in both welding and metal fabrication. (R: 1)

11. The student evaluation done by the instructors should be released to the student so he can decide if he wants this evaluation sent to an employer. The evaluations should be open and students should not need written consent to see them. (R: 1)

12. The program title, "Power Mechanics", should be changed as it is very harmful to the Power Mechanics students in writing a resume'. The employers think power mechanics are mechanics and not technicians. They associate the two-year Power Mechanics-Small Engine program with the one-year Small Engines and Chassis Mechanic program. The title could be changed back to "Power Technology" or a similar title, as long as the word "mechanic" is omitted. (R: 4)

13. The students at the West Bend campus should be able to listen to the type of music they want to in their Mechanical Drafting class. It shouldn't make any difference if they listen to their own radio or the music over the intercom. (R: 5)

14. MPTI should go on a three-semester schedule where the students can get one semester in during the summer in order to graduate and get on the job sooner. (R: 7)

15. Attendance requirements for students at the West Bend campus should be dropped: it shouldn't reflect on your grade if you miss a class. This is especially true for veterans because they have to work, and if they miss a class they lose GI Bill benefits. (R: 8)

16. The policy at the West Bend campus should be changed so that if you miss a class for a legitimate reason you have the opportunity to make up tests and class notes. This is especially true for the Introduction to Business Procedures course. (R: 8)

17. The Mechanical Drafting students at West Bend only use eight desks in the Drafting room, and on Friday they are responsible for cleaning up the entire room and for any problems that occur. It should be a school rule that each class clean up after they are done and they should be responsible for the equipment they use. (R: 11)

18. The students should have a week off for a spring break, possibly during March. It is a long time to work and attend school from Christmas to Easter without such a break. (R: 11)

19. Teachers should be evaluated in a manner similar to the student evaluation. Each student should evaluate his instructors and send this evaluation to the district board. (R: 12)

20. The parking lot at the Beaver Dam campus is too crowded. The high school students should not be allowed to use it for parking their cars, and this rule should be enforced. (R: 12)

21. Students at the West Bend campus should be able to eat and drink in all classes if they keep the classrooms clean. (R: 14)

22. The school policy should be that you do not graduate if you miss too many classes, but a student should not be dropped from the program because of attendance. Allow him to continue but with the understanding that he will not receive a diploma. (R: 14)

23. The students in the Auto Body program at West Bend should be able to work on any type of car. A car is a car and a dent is a dent, so it should not make a difference whose car we work on as long as it applies to the material we are learning in the course. (R: 15)

24. Students who are 18 years old should be able to drink alcoholic beverages at school activites which are held off campus, such as during the bowling tournaments. (R: 15)

25. If you miss a test you should be able to make it up. (R: 16)

26. There should be a stricter enforcement of library rules.... (R: 18)

27. School should be canceled on days when there are bad snowstorms. If a student feels he can't make it to school it shouldn't be marked on his attendance record. (R: 18)

28. The students at West Bend should be able to turn the TV louder. At present you can't hear the TV even if you are sitting right in front of it. (R: 22)

GRADUATE

29. The instructors and the school should not be allowed to release materials concerning students to employers without the students' consent. (R: 6)

30. The class structure for Auto Mechanics students at MPTI is too rigid. If you were working on a job when the first semester ended you are unable to finish it at the beginning of the second semester because the equipment is no longer available. For example, if you were working on brakes during the first semester you had to switch to working with transmissions during the second semester. (R: 13)

31. Something should be done to discipline students who use profane language in class, especially in front of female instructors. There should be some type of discipline on what goes on in the lounge, especially in regard to dirty posters. (R: 13)

32. The Electronic Servicing program should start in August and end in May so you can get a jump on other students in finding jobs, especially those from two-year programs in Oshkosh and Sheboygan. (R: 14)

33. There should be more discipline in the lab for Power Mechanics students. The students should learn that once they are employed they are being paid to produce. Presently, too much time is being wasted in the labs. (R: 14)

34. Dues for the Auto Mechanics Club should be included in the course fees. This would stimulate more interest in the club. (R: 14)

35. Graduates from the Auto Mechanics program should be able to use the equipment in the auto shop to gain more experience. They could come in during periods when they would not be disrupting a class. (R: 15)

36. The Student Senate should have more power. The organization should be independent of the school in that they don't have to do just what the administration tells them to do. (R: 18)

Category No. 9
ELECTIVE COURSES

INSTRUCTOR

1. Need more courses on an elective basis. (R: 38)

ADVISORY COMMITTEE

2. There should be more electives in the Industrial Engineering program such as a course in Programming for students interested in the Numerical Control field. (R: 11)

STUDENT

3. There should be more elective courses at the West Bend campus such as Math, Human Relations, and Science classes. They should be on two levels, one that is basic and one that is more advanced. The students should be able to choose from these classes to fill their needs. (R: 12)

4. There should be some electives included in the Machine Tooling Technics program such as courses in Mechanical Drafting and Mechanical Design. (R: 13)

5. Veterans should be able to choose courses that apply to their program when they are placed in advanced standing because they have to take 30 credits to receive their benefits. (R: 24)

GRADUATE

6. Some of the required courses for the Auto Mechanics program should be electives. This includes Communications Improvement, Fundamentals of Accounting, Fundamentals of Sellings, and Human Relations. (R: 1)

7. More electives should be offered for Auto Mechanics students. They could include Typing and a variety of courses from other programs that might be of interest to auto mechanics. (R: 2)

8. There should be more elective courses in the Mechanical Design program. A student could specialize in certain areas if there were more electives. This could be done by making the specialized courses in the Mechanical Design program electives, and by developing courses such as Packaging Design, Sheet Metal Work, and Plastic Molding as additional electives. (R: 4)

Category No. 10
EXAMINATIONS and GRADING

STUDENT

1. The students in the Mechanical Drafting program at West Bend don't understand how they are graded. The instructor should be able to explain to the students how he derives their grade. (R: 6)

2. The grading system for Welding and Metal Fabrication students should be revised. The students feel they are graded solely on test scores and that their attendance should be taken into consideration as they are gaining experience through attendance in class. (R: 8)

3. Attendance requirements for students at the West Bend campus should be dropped: it shouldn't reflect on your grade if you miss a class. This is especially true for veterans because they have to work, and if they miss a class they lose GI Bill benefits. (R: 8)

4. Students shouldn't be docked for missing a few classes. If they know their material and pass the tests that is what they should be graded on. (R: 12)

5. There should be more A's given in the Communications course. It seems that nobody gets A's, and the students wonder why because they feel they deserve an A for some of their work. (R: 13)

6. If you miss a test you should be able to make it up. (R: 16)

7. A quiz or a test should be announced and given only on days when a majority of students are in class. (R: 19)

Category No. 11
FACILITIES

INSTRUCTOR

1. There should be a separate receiving and storage area at the Beaver Dam campus for all the equipment and materials we need to use in the shops. (R: 3)

2. Impossible for me to teach good housekeeping habits to students because so many different groups share the same facility and do not keep it clean. (R: 4)

3. There is a need for a cold storage facility in a separate room from the shops at the Beaver Dam campus. It would be a place to store finished equipment and shop props. If you leave them outside there is too much damage from vandalism and pilferage. (R: 6)

4. Need storage room for equipment in the classrooms. (R: 6)

5. Need noise and air control in the Trade and Industry area, and the student commons. (R: 8)

6. Need good access from our cars to the school because we not only carry a briefcase, but bring in training aids and equipment. (R: 9)

7. The Beaver Dam campus should have a separate classroom for lecture classes, or the shop should be remodeled to have facilities for lecture classes. (R: 10)

8. Need better student housing. This is a problem for students outside of the Fond du Lac area, particularly with the gas shortage. (R: 11)

9. The district should purchase a bus for field trips. (R: 16)

10. Need adequate custodial services. The custodians are presently charged with too many other tasks to devote enough time to custodial services. (R: 19)

11. Less emphasis should be placed on administrative and instructional service facilities and more on the classrooms in the new building plans. (R: 20)

12. Need adequate storage space and floor covering in the Drafting room. (R: 25)

13. Need better office conditions---there are seven of us in one office now. (R: 33)

14. Students need a more adequate commons which is better located. (R: 36)

STUDENT

15. The Electronic Servicing shop should be larger. The students need more workbenches and more room to do their work. (R: 3)

16. ....There should be a larger machine shop at West Bend.... (R: 3)

17. The Auto Body shop at West Bend should have better ventilation and it should be arranged differently. There should be separate sections for painting, compounding, and cleanup. (R: 4)

18. There should be less students in the shop classes because there are too many students per instructor. If this isn't possible, then enlarge the shop.... (R: 5)

19. The West Bend campus should be expanded. It is not big enough to handle the number of students that they presently have enrolled. (R: 6)

Category No. 11
Facilities

20. There should be more locker space available both for school activities and in the shop areas. There is not enough room for everyone. (R: 8)

21. MPTI should develop some sort of cafeteria in the school to have a hot lunch program. The students should have a decent meal, not the food in the vending machines. (R: 10)

22. Everyone should have his own locker. The lockers are too small, and the students have to share them. (R: 11)

23. The commons area should be larger at MPTI. It is too crowded. (R: 12)

24. There should be more room in the student lounge. There should be more tables and extra room to eat lunch. (R: 12)

25. The lounge area at the West Bend campus should be larger and there should be a separate room for the TV. This would enable students to turn the TV louder and it would prevent the noise in the lounge area from disturbing classes. (R: 12)

26. There should be more equipment in the lounge at the West Bend campus such as a pool table, foosball table, and possibly a stereo in a separate room from the television. (R: 13)

27. MPTI should have all classes in one building, or they should have a better means of commuting between the different campuses. Possibly, they could have a bus to transport the students around. (R: 14)

28. There should be more recreation facilities available at West Bend such as targets, basketball hoops, and areas to play with whiffle balls. There should be pool tables and other games available in a game room at our school. Also, the lounge area should be enlarged. (R: 15)

29. There should be more vending machines at the West Bend campus, and possibly they could be cheaper as presently it is too expensive to eat dinner from them. They should reinstall the soup machine and add one for chips and other snack items. (R: 16)

30. There should be more games, and a separate game room at MPTI. There should be something besides foosball. (R: 17)

31. There should be a well-equipped recreation room and better sports facilities for MPTI students. This would provide students with activities during their waiting periods between classes. (R: 19)

32. There should be one locker per person. (R: 20)

GRADUATE

33. There should be a larger shop area for the Electronic Servicing program as the present facility is too small. (R: 3)

34. More space is needed in the Power Mechanics lab. The students need more room to work in. Each student should have his own work area.... (R: 4)

35. There should be a larger commons area at the Fond du Lac campus, and it should include a cafeteria so the students can eat lunch on campus. Also, something should be done to improve the atmosphere of the commons. (R: 9)

36. MPTI should be in one building in Fond du Lac, not spread out over the city. It was difficult for the Auto Mechanics students to schedule club meetings and there were transportation problems because of the distance between the school and the Annexes. (R: 9)

Category No. 12
FINANCIAL AIDS

STUDENT

1. Attendance requirements for students at the West Bend campus should be dropped: it shouldn't reflect on your grade if you miss a class. This is especially true for veterans because they have to work, and if they miss a class they lose GI Bill benefits. (R: 8)

2. MPTI should have better communications with the state of Wisconsin concerning funds that are available to students, and they should make this information known. It should include information on the GI Bills, MDTA, and students insurance policies. (R: 17)

3. More information should be made available for students concerning student loans and more students should be encouraged to take advantage of them. (R: 18)

GRADUATE

4. There should be better screening of students for the Electronic Servicing program because some students are there just to collect the money, especially the MDTA students. (R: 10)

Category No. 13
FOLLOWUP ON GRADUATES

GRADUATE

1. There should be more followup on graduates by the placement office. If you need help finding a job after you graduate you should be able to come back to MPTI and receive assistance from the placement office. (R: 12)

Category No. 14
HIGH SCHOOLS: COOPERATION and COORDINATION WITH MPTI

INSTRUCTOR

1. Some of the machinery in the Farm Agriculture program shop at Beaver Dam could be shared with the Power Mechanics shop used by the high school program. (R: 13)

2. Guidance counselors, particularly on the high school level, need to be educated about jobs, especially the entry requirements for all jobs. (R: 24)

STUDENT

3. The lounge area at the Beaver Dam campus is being used by the high school students, especially during their milk break. Also, they buy out all of the vending machines and there is nothing left for the MPTI students. (R: 4)

4. The high school students are ruining the equipment and wasting metal, and the students in the Welding and Metal Fabrication programs receive the lectures for it. The high school students should clean up after their classes and be responsible for the materials and equipment they use. (R: 5)

5. The high school students are using our lounge for smoking. We do not care if they smoke, but they should find some other place to do it. (R: 13)

6. MPTI should have better communications with the local high schools. They should let students know what is offered by MPTI. I was told MPTI would be offering a Mechanical Design program, but when I came to school I found that they didn't offer it and probably would not be offering it in the future. (R: 13)

Category No. 15
INSTRUCTIONAL EQUIPMENT and MATERIALS

INSTRUCTOR

1. Need funds available for rewriting courses, developing new courses and packaged instruction. (R: 5)

2. More audiovisual equipment should be available in each classroom at the Beaver Dam campus such as overhead projectors, slide projectors, and accessories such as extension cords. (R: 11)

3. Should have an exchange of audiovisual materials that individuals order and hoard. The large quantities of material available in the school need coordination of materials so all can use them. (R: 18)

4. The equipment in the labs is not taken care of by the night classes which forces us to order materials and supplies in triplicate. (R: 21)

5. Need a low pressure steam generator in Food Manufacturing. Need a generator and equipment so we can do more food processing. (R: 30)

STUDENT

6. MPTI should update all the equipment in the Electronic Servicing shop. They should get more and better triggered dual beam-o-scopes, better signal generators in audio and RF range, a UHF television signal generator, more components, banana plugs, pin plugs, and transistors. The students spend too much time looking for materials. Everyone should have their own work kit at the start of the program. Also, they should maintain the present equipment better. (R: 2)

7. There should be more equipment in the machine shop at West Bend because there is not enough equipment for everyone to use.... (R: 3)

8. Students in the Office Machine Servicemen program need better training manuals for typing machines. The manual would be for the same machines that are in the shop. Also, the tapes used should match the manuals. There should be a written version of the tapes. (R: 4)

9. Everyone should have the same style of typewriter at the beginning of the course. It is difficult for students to follow along with the slides and other material. All the students are beginners and they should work together at the start. (R: 5)

10. There should be less students in the shop classes because there are too many students per instructor. If this isn't possible, then....purchase more equipment.... (R: 5)

11. There should be more money available to get more good grade steel in the machine shop at West Bend next year. (R: 5)

12. The lab manuals in the Electronics course for Office Machine Servicemen should be geared more toward digital logic. (R: 7)

13. Each individual student should have the components to match his manual for doing experiments in the Electronics shop. (R: 8)

14. There should be separate equipment and components for each program that uses the Electronics shop. It is too disorganized when students from three different programs have to share the same equipment. (R: 9)

15. There should be more and better equipment for the Welding class at West Bend so everyone has some to use. This would include more pliers, gloves, leather aprons, and new gas welding equipment. (R: 9)

16. There should be a better textbook for the Instruments and Measurements course, and lab manuals and experiment books for Electronic Servicing students. Also, there should be two or three books in the classroom that cover the same material to serve as additional references. (R: 9)

17. There should be more magazines on electronics in the library. They should have magazines that contain something on the new technology and devices coming out in the electronics field. (R: 15)

18. A new textbook could be used in the Technical Science course. It presently is geared to a very low level. (R: 16)

19. The bookstore at the West Bend campus should have more of the equipment available that is used by Mechanical Drafting students so they don't have to go to town to buy them. (R: 20)

20. There should be a better equipped lab for the Technical Science course in the Power Mechanics program. The equipment needs to be improved along with the course content. (R: 20)

GRADUATE

21. There should be more and better triggered scopes and other equipment to be used in the Electronic Servicing program. A lot of equipment is not working, and therefore there isn't enough for each student in the class. MPTI should have a number of opinions from people who know electronics and not just an instructor's opinion on the type and quality of equipment to buy before purchasing more. Also, they should dispose of some of the obsolete equipment such as the Giddings and Lewis control that is outdated because it is just wasting room in the already crowded shop. (R: 7)

22. There should be a larger selection of books in the library at Fond du Lac. There should be a variety of books on similar topics and some books that contain basic principles. (R: 10)

23. More model auto parts or units are needed in the Auto Mechanics shop so that each student can work on them. This includes parts for air conditioning units, automatic transmissions, and power steering. (R: 12)

24. MPTI should have more drafting tables available, or arrange the schedule so the students are using a room with drafting tables for courses that require students to do this work. (R: 16)

25. There should be more hand tools such as screw drivers, pliers, and wrenches in the Power Mechanics lab along with more duplicates of these tools. Also, there should be a wider variety of engines to work with. (R: 16)

Category No. 16
INSTRUCTIONAL METHODS OFF CAMPUS

INSTRUCTOR

1. What is covered on the curriculum in Drafting and Design is limited because of time and the facilities. Need to develop an internship in these and other areas. (R: 21)

ADVISORY COMMITTEE

2. Students should be exposed to the various industries in their field early in the program by means of tours. (R: 9)

3. The courses in the Industrial Engineering program should include tours of various industries in the district. This will prepare students on what to expect once they are employed. (R: 10)

4. The Technical Institute should develop a two-year Drafting cooperative program. (R: 13)

STUDENT

5. There should be more field trips for Mechanical Drafting students in West Bend to the drafting departments of businesses in the area. (R: 3)

6. There should be an apprentice type of course or on-the-job training included in the Mechanical Drafting program at West Bend, especially if the program is extended to a two-year program. (R: 18)

GRADUATE

7. There should be more field trips for Mechanical Design students that actually show what a draftsman does, not just a tour to look at equipment. They should be to different companies besides Mercury Marine. Also, the tour should be for a longer period of time and contain fewer students. (R: 12)

Category No. 17
INSTRUCTIONAL METHODS ON CAMPUS

ADVISORY COMMITTEE

1. Students need to be exposed to the various trade magazines to further their education on what the industry is doing and to be made aware of what to expect once they are employed. (R: 12)

2. Representatives of various industries should be used as guest lecturers in Industrial Engineering classes to inform the student of their area of expertise in the business. Advisory committee members could be included among these representatives. (R: 14)

STUDENT

3. The Auto Body instructor should use more demonstrations and spend more time helping his students during shop classes. (R: 2)

4. ....There is too much lecture and not enough lab time in the Advanced Milling and Drilling course.... (R: 3)

5. The Machine Tooling Technics instructor should better understand situations and know how to deal with them properly. He should be consistent in his ideas in order to get his point across. (R: 4)

6. The instructor for the Electronic Servicing program should use more audiovisual aids such as films, movies, and videotapes in the lecture courses. Also, he should obtain a storage scope. (R: 5)

7. The instructor in the Electronics course for Office Machine Servicemen should stress troubleshooting in components instead of doing so many experiments. He should have a machine that he can goof up and have the students determine how to fix it. It would be more like the work that is required on the job. (R: 6)

8. The instructors at West Bend should gear their instruction toward the individual students. They should keep in mind that each student comes from a different background and that they have graduated from high school. The courses should be of a higher quality and not like the ones we had in high school. (R: 9)

9. The instructors in the Metal Fabrication and Welding programs should teach a variety of topics throughout the entire year because the students forget skills they have acquired when they are not continually using them. For example, the students are taught gas welding for a couple of weeks at the beginning of the year and by the time they graduate they forget some ideas concerning gas welding. (R: 9)

10. The Mechanical Drafting instructor should take his students into consideration. He teaches way over our heads. (R: 16)

11. Instructors should use more and better visual aids in class, especially in the Human Relations course. (R: 19)

12. The instructor in the Electronic Servicing shop should teach about five or six students how to operate the machines and then have these students demonstrate how to operate the machines for the rest of the class. (R: 21)

GRADUATE

13. Everyone should have a different project to work on when the students in the Mechanical Design program are doing design work so there isn't too much copying. (R: 9)

Category No. 18
INSTRUCTOR CERTIFICATION and QUALIFICATION

INSTRUCTOR

1. Teachers should not be teaching a course which they are not qualified to teach due to a lack of background and experience in the area, even if they are certified to teach it. (R: 2)

2. Instructors should not be certified to teach courses they are not qualified to teach. (R: 9)

3. Teachers should have some control over what they are certified to teach according to their background, experience, and interest. (R: 16)

4. Need qualified instructors teaching night classes in associate degree courses. (R: 19)

5. Need teacher evaluations which are constructive for the department chairman and the instructors. (R: 24)

GRADUATE

6. There should be a more qualified instructor in courses such as Strength of Materials and Basic Mechanisms---one who would have the students work at a slower pace. This is also true for the Technical Science course, as the material in this course is not related to the Mechanical Design program. (R: 6)

7. MPTI should have better qualifications for their instructors. Also, it seems that if a qualified instructor is teaching a course they have him teach something else the next year. There is too much shuffling of instructors, and they end up teaching courses they are not qualified to teach. (R: 8)

8. The Communications course and the Human Relations course for Electronic Servicing students should have more qualified instructors. (R: 11)

9. The course material for the Power Mechanics students should be revised, and there should be a more qualified instructor for the Psychology course and for the Production Problems and Control course. The graduates feel they wasted their time and received no benefit from these courses. (R: 18)

Category No. 19

INSTRUCTOR IMPROVEMENT: IN-SERVICE and WORKSHOPS

INSTRUCTOR

1. The instructors at the Beaver Dam campus would like meetings or conferences with other technical school instructors in their subject area to exchange ideas and discuss the programs. (R: 5)

2. There is discrimination on the part of the administration on who can go to seminars. It is discouraging to the instructors and affects their ability to upgrade skills and knowledge in their teaching area. (R: 13)

3. Would like more time for attending seminars with some assurance that you can attend. There should be more monies planned in the program budgets for seminars. (R: 22)

4. Would like several days off for "public relations days" to meet with employers and former students who are in a training-related job. (R: 23)

5. Need a more meaningful in-service including time for the faculty to meet within their departments and time to prepare for courses. (R: 28)

6. Many in-service meetings are irrelevant, although there seems to be some sign of improvement. In-service meetings could be improved by including more field trips and curriculum development programs. (R: 29)

ADVISORY COMMITTEE

7. Work experience for the instructors should be mandatory and it should be at least two months every two years. (R: 1)

8. Industrial Engineering instructors should keep up-to-date in areas of rapidly changing technology, especially in Numerical Control and in Computer Programming. They could accomplish this through membership in technical societies and also through attendance at demonstration schools that the companies in the area furnish for their customers. (R: 1)

Category No. 10
INSTRUCTOR WORK LOAD SCALES, WORK LOAD and PREPARATION TIME

INSTRUCTOR

1. Cannot prepare properly for the labs because there are classes in the room prior to the class and it is also difficult to clean up because another class is scheduled immediately after. (R: 1)

2. Need more prep hours and less contact hours for regular class preparation. (R: 1)

3. Lecture, shops, and labs should be rated equally on the work load percentage schedule. Some labs and shops take more preparation time than lectures. (R: 2)

4. The work load for instructors should be reevaluated. The Beaver Dam instructors do not understand the difference between lab time and shop time. There should only be two divisions---shop classes and lecture classes, with shop and lab classes being equal. (R: 7)

5. Want less switching of course assignments. In five years I have had over 20 courses. Another teacher is in his eighth year and has taught 39 different courses. (R: 10)

6. If an instructor is low on work load percentage points, they will split one class of 24 students into two classes of 12 students. (R: 34)

STUDENT

7. The instructor for the Electronics and Instrumentation course should have more preparation time as then he would be more qualified to teach the course. (R: 17)

GRADUATE

8. The major instructor for the Power Mechanics program overlaps much of the material presented to his students as he is teaching too many different courses. He doesn't have time to adequately prepare for each of the classes he teaches, and therefore many of his examples and a lot of the material he presents is the same for all of his different courses. (R: 11)

Category No. 21
JOB COUNSELING, JOB PLACEMENT, and EMPLOYER RECRUITMENT

ADVISORY COMMITTEE

1. MPTI Industrial Engineering graduates expect too much upon graduation. They should be informed of what to expect in terms of salary and job opportunities while they are in school.... (R: 3)

2. A survey should be developed to determine future demands in the industrial engineering field. The survey should include the number and type of numerical control machines in the area and the programmers that are actively being used. This would be a valuable aid in determining future recruiting efforts and in determining what type of job market will be in existence for our future graduates from MPTI. (R: 6)

3. MPTI should supply a listing of graduates each year to the industrial relations department of every company in the district. This could be done through the MPTI placement office.... (R: 16)

STUDENT

4. There should be a Trade and Industry Career Day scheduled at MPTI. This would allow employers from the area to come in and explain what is available at their business. It would not be for job interviews. (R: 1)

5. MPTI should have a few more people in the placement office. They should have someone to go around to companies in the area to help students find a job. Also, they should have a list of students in the placement office containing the type of job they are looking for so that when businesses are contacted the placement person can set up appointments for interviews. They should supply students with a list of qualifications they need for a job before sending them out for an interview. (R: 8)

GRADUATE

6. The placement office should make students aware that they will advance faster and gain more experience and responsibilities if they work in a small company. In a big company they have just one specific job to do, and they are just another number on the payroll. They will get more general knowledge and they will learn faster in a small company. (R: 10)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

INSTRUCTOR

1. Student Services does not always adequately screen students for aptitude and testing out. (R: 12)
2. Some students are in programs other than their preference because they were not aware that the program they wanted is offered in another district and that the Moraine Park District would pay their tuition. Counselors should inform them of this. (R: 31)

STUDENT

3. The counselor at the West Bend campus should know more about the Auto Body program. If he has too much work to do possibly an additional instructor could be hired to teach Human Relations and to be a part-time counselor. (R: 7)

GRADUATE

4. Some of the classes in the Auto Mechanics program were too large. There should be a better screening process to eliminate those students who are not interested in the program or who are not successful in the program. (R: 7)
5. There should be a better screening of students for the Electronic Servicing program because some students are there just to collect the money, especially the MDTA students. (R: 10)

Category No. 23
OPEN-ENDED CONCEPT and SUPERMARKET

INSTRUCTOR

1. Would like an open-ended lab concept with offices in the labs or windows to see lab activities.... (R: 4)

2. Need to establish a program which offers only core courses in the curriculum for persons who are not interested in the entire program.... (R: 26)

Category No. 24
PUBLIC RELATIONS

INSTRUCTOR

1. Would like several days off for "public relations days" to meet with employers and former students who are in a training-related job. (R: 23)

STUDENT

2. The MPTI-West Bend campus should do more public relations. They should advertise more because the community isn't aware of the school and what it has to offer. (R: 17)

GRADUATE

3. MPTI should do more advertising to let employers on a statewide basis know what programs it offers and what is contained in the program, including the number of hours involved. This would be a valuable aid in finding a job. (R: 9)

Category No. 25
RECRUITMENT OF MPTI STUDENTS

INSTRUCTOR

1. Would like some emphasis on out-of-state recruitment for Food Manufacturing. (R: 10)

Category No. 26
REFRESHER COURSES and CONTINUING EDUCATION

INSTRUCTOR

1. Employed persons in industry should be able to take only those courses which are relevant to their job and receive certification. (R: 14)

2. ....only need one or two refresher courses. Give them a certificate for what they complete. (R: 26)

ADVISORY COMMITTEE

3. Graduates should be made aware of the available continuing education courses in their field. (R: 2)

GRADUATE

4. MPTI should offer refresher courses that are updated annually on new devices on cars such as emission control devices. (R: 4)

5. MPTI should offer a larger variety of evening courses with some of them being on an advanced level. This should include courses on diesel engines and on small engines. They should include theory along with a lab to gain experience. (R: 8)

6. MPTI should offer more refresher courses, possibly in Math. (R: 14)

Category No. 27
REGISTRATION and SCHEDULING for INSTRUCTORS

INSTRUCTOR

1. Want consistency in room assignments so I don't have to transport supplies and equipment from room to room. (R: 11)

2. Would like consistency in scheduling classrooms---have the same class in three different rooms in a week. (R: 27)

3. More than 10 minutes should be allowed for students and instructors who have to go from the UW Center-Fond du Lac to MPTI. (R: 32)

GRADUATE

4. ....it seems that if a qualified instructor is teaching a course they have him teach something else the next year. There is too much shuffling of instructors, and they end up teaching courses they are not qualified to teach. (R: 8)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

INSTRUCTOR

1. More shop classes should be scheduled in the morning and lecture classes should be in the afternoon at the Beaver Dam campus. High school students are getting priority over our full-time students. (R: 1)

2. Two-hour lectures should be scheduled in the mornings because the students' attention span is not that long in the afternoon. (R: 6)

3. Students, particularly those from out-of-town, complain of too many consecutive hours free. (R: 14)

4. Scheduling should allow a student entering a program in the second semester to take courses directly related to their program in their first semester because they lose interest when taking only courses like Communication Skills and Economics. (R: 27)

5. More than 10 minutes should be allowed for students and instructors who have to go from the UW Center-Fond du Lac to MPTI. (R: 32)

STUDENT

6. There should be a better class schedule for Machine Tool Operation students because they all work. The classes should be closer together and we should skip the scheduled lunch hour so we can leave earlier in the day. Classes should be scheduled in the morning, or in the evening if you work days. The class schedule where all classes are in the middle of the day should be deleted. (R: 1)

7. The amount of time Auto Body students have for shop should be increased. One-hour shop classes are too short as too much time is wasted in setting up materials and in cleanup. Possibly certain days during the week could be devoted entirely to shop, or more lecture classes could be scheduled during the first semester so more time could be devoted to shop during the second semester. (R: 1)

8. The students at the Beaver Dam campus feel they take a back seat to the high school students and to those in apprentice programs as they use the Technical Institute's facilities, and the students in full-time programs have to schedule their activities around them. The Technical Institute's students should have priority. (R: 2)

9. There should be less students in the shop classes because there are too many students per instructor.... (R: 5)

10. The classes for Power Mechanics students should be scheduled in a way where certain days have all lab classes, certain days have all lecture classes, and all of our classes at the Fond du Lac Extension campus are on one day. There should not be such a mixture in the type of classes. Also. too much lab time is spent in setting up and in cleaning the lab before leaving. (R: 8)

11. Second-year students should have priority in class scheduling over first-year students. Their classes should be earlier in the day and closer together to enable them to work because they still need money for expenses in order to come back to school for their second year. (R: 9)

12. The schedule for the Office Machine Servicemen students should be arranged so they are free during the orientation period. They don't get the benefits from their activity fee because they are in class. (R: 10)

13. The lab classes for Welding and Metal Fabrication students should be scheduled in the morning if possible, because the students are more alert and would learn more at this time. (R: 10)

14. The second-year students in the Power Mechanics program should be scheduled for the 9:00 classes and the first-year students the 8:00 classes. This would diminish the number of conflicts second-year students have with night working. Also, they deserve the later class due to seniority. (R: 10)

15. The class schedule at the West Bend campus should be arranged differently. The Auto Body students should be able to schedule their classes so that if a lecture class is shortened or canceled for a certain day the student could use this time to work in the shop. (R: 10)

16. The schedule for the Electronic Servicing students should be spread out more. They should have a few two-hour breaks between classes to give them time to get things done. This should be done if the program can be extended for two years. If it can't be arranged, all the classes should be scheduled together either in the morning or in the afternoon. (R: 11)

17. Classes should be scheduled so veterans can take all 30 of their required hours during the day and not have to come back for evening courses. (R: 11)

18. The students should have a week off for a spring break, possibly during March. It is a long time to work and attend school from Christmas to Easter without such a break. (R: 11)

19. Registration should be on a first-come first-serve basis. Full-time students shouldn't have priority over part-time students. (R: 14)

20. Classes for Power Mechanics students should be scheduled closer together. Waiting periods between classes are too long. (R: 15)

21. They should have a variety of different students from each program, especially women, in the General Education courses. (R: 22)

GRADUATE

22. The number of students in courses should be limited. This is especially true in the Basic Mechanisms course, and the math courses such as Descriptive Geometry. (R: 11)

23. Students from different programs shouldn't be combined in the same course because you can't make a course specific enough when you have Practical Nursing students and Small Engine students in the same course with Mechanical Design students. (R: 13)

24. ....arrange the schedule so the students are using a room with drafting tables for courses that require students to do this work. (R: 16)

25. There should be less students in the lab classes for the Power Mechanics program because there are too many students fighting for the same equipment.... (R: 17)

Category No. 29
REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

INSTRUCTOR

1. There should be a few more hours of shop time included in the second semester for Metal Fabrication students at the Beaver Dam campus. (R: 14)

2. Another class should replace or be a revision of the Communication Skills course in such programs as Machine Shop, which would be more relevant to the program. (R: 15)

3. Too much duplication in objectives of different courses in one program. (R: 26)

4. Lab in the Manufacturing Process 2 class is a farce. (R: 35)

ADVISORY COMMITTEE

5. Math courses should be emphasizing the metric system. (R: 4)

6. The student in Mechanical Design and Drafting should be more familiar with standard items such as fasteners and sheet metal gauges. (R: 7)

7. Students in Mechanical Design and Drafting need to learn how to do technical writing. They should know that it is necessary for instructions to be brief and simple. (R: 8)

8. Need to teach the students in Mechanical Design and Drafting more about sheet metal cabinetry and the laying out of sheet metal in the most economical way. (R: 10)

9. Students in Mechanical Design and Drafting should have a brief exposure on a continuing basis to FORTRAN programming. (R: 11)

STUDENT

10. The amount of time Auto Body students have for shop should be increased. One-hour shop classes are too short as too much time is wasted in setting up materials and in cleanup.... (R: 1)

11. There should be more credited lab time in the power shop and the machine shop for Power Mechanics students. (R: 2)

12. There should be solid blocks of time, possibly four hours, in the Electronics lab for Office Machine Servicemen. They don't have time to complete the projects they begin. (R: 3)

13. The Advanced Milling and Drilling course should be geared toward the Power Mechanics program. There is too much lecture and not enough lab time in the Advanced Milling and Drilling course. The instructor does not desire to gear the course toward the Power Mechanics program but toward a tool and die maker; this causes poor student relations. (R: 3)

14. The lab courses for the Welding and Metal Fabrication programs should be two-hour courses as the students do not get enough accomplished in one hour due to the time needed for setting up materials and cleaning up after class. (R: 3)

15. Extra hours of Shop Math should be added each week for Machine Tool Operation students because it will help those who have problems in mathematics. The Math class could possibly be scheduled every day of the week. (R: 4)

16. There should be better coordination between the Electronics Math courses and other Electronic Servicing courses. We should cover the material in Math when we need it for our Electronic Servicing courses. (R: 4)

17. The Human Relations course for Auto Body students at the West Bend campus should pertain more to the auto body field. (R: 5)

18. The Electronics and Instrumentation course for Power Mechanics students should deal with working with scopes, meter work, and electrical systems. (R: 5)

19. The Technical Science course for Power Mechanics students could be revised. Some of the lessons, as working with magnets and with lights, were very trivial and a repeat of grade school science. Many topics did not apply to the Power Mechanics program. Our high school Physics course was harder and of more interest. (R: 6)

20. The instructor in the Electronics course for Office Machine Servicemen should stress troubleshooting in components instead of doing so many experiments. He should have a machine that he can goof up and have the students determine how to fix it. It would be more like the work that is required on the job. (R: 6)

21. The Introduction to Business Procedures course for Auto Body students should be revised. Possibly it could be a nine-week course. The section on income tax was very good but the sections on filing and bookkeeping were inappropriate for the students since they do not plan to open their own auto body shop upon graduation and by the time they are ready to do so they will have forgotten most of this information. (R: 6)

22. The Human Relations course for Mechanical Drafting students in West Bend should deal more with personal relationships with people in companies, and not so much on psychological concepts. (R: 8)

23. Too many courses repeat the same material. Psychology of Human Relations, Communication Skills, and American Institutions repeat such materials as alcoholism, child abuse, and body language. Also, Technical Science I and Mathematics II were a repeat for the Power Mechanics students. These courses should be revised to avoid duplication. (R: 9)

24. The one-year Mechanical Drafting program at West Bend should teach Drafting instead of Design. The students are presently learning Design. If they want to teach Mechanical Design the school should start a new program or pay for students to go to Fond du Lac. In a one-year Mechanical Drafting program there isn't enough time to learn Mechanical Design, except for the basics. (R: 9)

25. The Drafting Related course for Mechanical Drafting students is too vague and should deal more with specifics. The instructor goes off on too many tangents concerning unrelated material. (R: 10)

26. There should be more scheduled class time available in shop classes for Machine Tooling Technics students. If possible, it should be for four hours per day. (R: 10)

27. The Human Relations course and the Communications course for Welding and Metal Fabrication students should be revised to pertain more toward these programs. (R: 11)

28. The Fluid Power and Pneumatics course should be combined with the Transmission of Power course in the Power Mechanics program. (R: 12)

29. Technical Science I and Technical Science II could be combined and offered as a one-semester course to avoid duplication of materials. Additional hours and an extra credit could be assigned to the course so all the necessary material would be included without extending it for more than one semester. (R: 13)

30. The Communications and Human Relations courses should be revised for the Machine Tool Operation students. They should get down to some facts. The students buy a $6 book and only use it a couple of times. These courses should be geared more to our program and they should be more specific in areas where we would need this type of information. (R: 13)

31. The Instuments and Measurements class should be extended to a full year so students can study more instruments. This extra time could take the place of the Human Relations course. (R: 13)

32. The Production Problems and Control class for the Power Mechanics program could move along at a faster pace. The topics discussed are very interesting. The class time could be used more effectively as the two-hour lab usually lasts only twenty minutes. (R: 14)

33. The courses in the Mechanical Drafting program at West Bend are too general. They touch on a lot of different areas but it would be better if they were more specific. This is especially true in the General Education courses. (R: 16)

34. The Shop Math course for Mechanical Drafting students should be revised, and the material presented should be related to problems the student will have to solve once he is employed. (R: 21)

35. The instructor should go into psychology in the Human Relations course for Mechanical Drafting students in West Bend. If the course goes into more depth the student will learn how to understand people and how to relate to them. (R: 23)

GRADUATE

36. The shop time that is presently offered in the Mechanical Design program should be tripled. Students would be able to gain experience in manufacturing processes, metallurgy, plastics, sheet metal, casting, die casting, and lathe work. (R: 1)

37. There should be more stress on drafting techniques in the Mechanical Design program. (R: 2)

38. The Manufacturing Processes course for Power Mechanics students should include a section on sheet metal fabrication. (R: 3)

39. One semester of Communication Skills, Economics, and American Institutions....are not much of a benefit because they aren't related to the program. The one semester of Communication Skills could deal more with reports and research papers, and it could be revised to pertain more specifically to the program. Also, change Psychology of Human Relations to an Industrial Psychology course. (R: 3)

40. The Design Drafting course should be scheduled in a four-hour time block. The class should be for longer periods of time because the students just get started and then they have to clean up. (R: 5)

41. There should be longer lab periods for the Power Mechanics program because you just get your material set up and the lab is almost over. (R: 5)

42. There is a lot of outdated material contained in the Electronics Related course. The course should place more emphasis on transistors and very little on tubes. When a tube goes the repairman just replaces it---he doesn't have to know the theory on how it works. (R: 6)

43. The Communications course and the Human Relations course for Electronic Servicing students should be revised to pertain to our program. It should contain more material on how to relate to people and how to communicate with customers. The section on writing a resume' was good, but the sections on grammar and punctuation should be dropped. (R: 8)

44. The instructors in the Auto Mechanics program should put more emphasis on the time it takes to do a certain job. Once employed the students cannot goof around as they did while working in the auto shop at MPTI. (R: 10)

45. The instructors in the Auto Mechanics program should teach their students more on how to maintain shop equipment such as the hoist, pads on alignment equipment, changing oil, and the compressor. (R: 11)

46. Engine problems and more general work on engines should be stressed in the Power Mechanics program. Do not cut down on the material for engine testing. (R: 12)

47. There is no correlation between what the Power Mechanics students learn in the Technical Science course and what the graduates from this program are required to do on the job. The course should stress applied physics and it should be geared to what the students will need to know once they are employed. (R: 13)

48. A different approach should be used, and there should be more work in Electronic Drafting in the Mechanical Design program. They should teach more and better techniques for Electronic Drafting. (R: 15)

49. There should be more work in the Mechanical Design program on conversation skills and how to give directions over the telephone. Also, there should be more work on how to meet with buyers and suppliers, and how to have personal conversations with them. This could be part of the Communication Skills course. (R: 17)

50. The course material for the Power Mechanics program should be revised, and there should be a more qualified instructor for the Psychology course and for the Production Problems and Control course. The graduates feel they wasted their time and received no benefit from these courses. (R: 18)

Category No. 30
SCHOOL ACTIVITIES

STUDENT

1. There should be more student activities at West Bend such as dances and parties. All students pay an activity fee, and the only people who benefit from it are those who bowl. (R: 4)

2. There should be more social and sports activities at the West Bend campus to encourage school spirit and to enable the students to get to know each other. (R: 11)

3. The West Bend campus should have more well-rounded sports activities such as archery and golf, and these should include some tournaments. Also, there should be more social activities such as parties and dances at West Bend. (R: 14)

4. There should be better organized school activities at the West Bend campus such as dances. We should not have to go to Fond du Lac for these. (R: 17)

5. The intramural program at MPTI should have more qualified people to manage it. This would increase the number of sports activities and also serve to tie the students together through school spirit. (R: 18)

6. Dances and other evening activities should be on Saturday nights as many students have to travel to attend. (R: 23)

GRADUATE

7. There should be more social activities at MPTI to draw students out of their special corner of the building so they get to know each other. Possibly some students who are outgoing and aggressive could be appointed to a committee that would promote these activities. (R: 19)

Category No. 31
SPECIALIZATION TRAINING

STUDENT

1. The Electronic Servicing program should be expanded to one-and-one-half to two years. The first year would be to learn the basic theory or for generalized instruction. The second year would be to specialize in either industrial electronics or TV and radio repair. Too much material is presently being crammed into the program. Also, students should have the option after the first year to go into the specialized courses or into an apprentice program. (R: 1)

GRADUATE

2. The Electronic Servicing program should be revised so it is a two-year program with all the general courses offered in the first semester. The program should be divided in the remaining three semesters to allow the students to specialize either in industrial electronics or TV and stereo servicing. (R: 2)
3. There should be more elective courses in the Mechanical Design program. A student could specialize in certain areas if there were more electives. This could be done by making the specialized courses in the Mechanical Design program electives, and by developing courses such as Packaging Design, Sheet Metal Work, and Plastic Molding as additional electives. (R: 4)
4. Students in the Auto Mechanics program should be able to specialize in certain areas such as air conditioners, brakes and front ends, and transmissions. (R: 6)
5. There should be an optional third year for Power Mechanics students to give them the opportunity to take advanced courses or possibly to specialize in certain areas. This year could include courses such as Advanced Electronics, Advanced Milling and Drilling, Machine Tooling Technics, and Advanced Physics. (R: 20)

Category No. 32
MISCELLANEOUS

INSTRUCTOR

1. Need a reevaluation of the apprentice programs from the viewpoint of the teacher and student. (R: 7)

STUDENT

2. They should pave the shoulder of Johnson Street, and there should be a paved surface where students can ride their bicycles to school. They should also pave the parking lot. (R: 16)
3. There are too many flies in the student commons and around the school. Something should be done to control the flies because the students can't eat their lunch in peace. (R: 24)

TRANSCRIBED RESPONSES

BUSINESS EDUCATION
DEPARTMENT

INSTRUCTORS - FOND DU LAC

COMPOSITION OF GROUP NO. 1

1. Female, age 55; 9 years as full-time instructor; B.S. degree in Business Education, M.S. degree in Business Education, 6 post-grad credits; 3 years of non-teaching (occupation-related) work experience; 15 years of teaching experience; standard certificate to teach Secretarial Science. Member of WEA, NEA, WBEA, WAVAE, Wis. Vocational Business Education Assoc., Faculty Assoc. of Moraine Park, Business and Professional Women.

2. Female, age 26; 2 years as full-time instructor; B.S. degree in Business Administration, 8 graduate credits in Post-Secondary Education; 3 years of non-teaching (occupation-related) work experience; 3 years of teaching experience; provisional certificate to teach Business Education. Member of NEA, WEA, WAVAE.

3. Male, age 51; 11 years as full-time instructor; B.S. degree in Business and Distributive Education, M.S. degree in Curriculum and Instruction, 17 post-grad credits; 10 years of non-teaching (occupation-related) work experience; 11 years of teaching experience; standard certificate to teach Marketing. Member of WAVAE, WEA, NEA, Wis. Assoc. of Distributive Education, Faculty Assoc. of Moraine Park.

4. Male, age 30; 7 years as full-time instructor; B.S. degree in Business Administration-Accounting, 32 graduate credits in Business Administration; 3 years of non-teaching (occupation-related) work experience; 9 years of teaching experience; standard certificate to teach Business subjects. Member of WEA, NEA, Faculty Assoc. of Moraine Park.

RESPONSES OF NOMINAL GROUP NO. 1

1. Would like a list available of all audiovisual aids in the district as well as those rented by someone at the UW Center-Fond du Lac. (Pts: 4,7,8,3) (T: 22) (R: 1)

2. The counseling department needs a better method of placing students in the Math class. (Pts: 8,6,6) (T: 20) (R: 2)

3. More attention should be given to individual differences, strengths, and aptitudes of students. (Pts: 10,9) (T: 19) (R: 3)

4. Need a female counselor. (Pts: 8,2,9) (T: 19) (R: 4)

5. Need a full-time nurse at the MPTI school. (X) (Pts: 6,3,10) (T: 19) (R: 5)

6. Initiate a structured on-the-job training program in the Marketing and Account Clerk programs. (X) (Pts: 10,8) (T: 18) (R: 6)

7. Need a part-time counselor with a business background or allow teachers to spend time counseling with students. Sometimes a student is counseled into a program just to fill it up. (Pts: 9,5) (T: 14) (R: 7)

8. Need facilities and equipment for individualized instruction in courses such as Salesmanship, Credit Procedure, and Advertising. (Pts: 3,9) (T: 12) (R: 8)

9. Classes in one program, with the exception of General Education, should be at one location. (Pts: 1,6,3) (T: 10) (R: 9)

10. We are too rigid in our requirements of students---should have more freedom in choosing courses. (Pts: 10) (T: 10) (R: 10)

11. Need more in-service meetings which are not only scheduled, but conducted. (Pts: 2,7) (T: 9) (R: 11)

12. Instructors need uniformity in attendance policies---need guidelines. (Pts: 5,2,2) (T: 9) (R: 12)

13. Administration should take responsibility for dismissing chronic absentees. (Pts: 5,4) (T: 9) (T: 13)

14. Give instructors an opportunity to discuss job requirements with employers. (Pts: 1,7) (T: 8) (R: 14)

15. Need an opportunity for office simulation and advertising simulation. (XX) (Pts: 7) (T: 7) (R: 15)

16. Should have more elective Accounting courses for the Account Clerk program. (Pts: 5) (T: 5) (R: 16)

17. Would like the Marketing materials such as slides, tapes, films, and periodicals in the Marketing area. (Pts: 4) (T: 4) (R: 17)

18. The advisory committee meetings do not allow the members (employers and employees) to do enough talking---department heads and teachers do most of the talking. (Pts: 4) (T: 4) (R: 18)

19. Instructors should have individual offices. (Pts: 1,1) (T: 2) (R: 19)

20. Degree students should take Math for Business Analysis and vocational students should take Business Math---they now have a choice and all are rushing to Business Math. (No Points) (R: 20)

21. Equipment is duplicated in Business Machines---the same equipment is in the classroom as in the AVT lab. (No Points) (R: 21)

22. Account Clerk and Clerk Typist students should work together in the office simulation area as in a real job experience. (No Points) (R: 22)

23. Need audiovisual staff to deliver and run equipment. (No Points) (R: 23)

24. Field trips are important, but time consuming, and instructors should have assistance. (No Points) (R: 24)

25. Separate disciplines within a department to provide better communications. (No Points) (R: 25)

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INSTRUCTORS - FOND DU LAC

COMPOSITION OF GROUP NO. 2

1. Female, age 60; 6 years as full-time instructor; B.S. degree in Mathematics, 25 graduate credits in Business Education; 30 years of non-teaching (occupation-related) work experience; 9 years of teaching experience; standard certificate to teach Business Education.

2. Male, age 45; 14 years as full-time instructor; B.S. degree in Business Education, 26 graduate credits in Adult Education, M.S. degree in Secondary Education; 3 years of non-teaching (occupation-related) work experience; 20 years of teaching experience; standard certificate to teach Business Education and Data Processing. Member of NEA, WEA, WAVAE, Faculty Assoc. of Moraine Park, Phi Delta Kappa.

3. Female, age not given; 3 years as full-time instructor; B.S. degree in Business Education, M.S. degree in Business Education; 2 years of non-teaching (occupation-related) work experience; 4 years of teaching experience; provisional certificate to teach Secretarial Science. Member of WEA, NEA, WAVAE, WBEA, NBEA, Delta Pi Epsilon.

4. Male, age 40; 1 year as full-time instructor; B.S. degree in Economics, 22 graduate credits in Vocational Education; 12 years of non-teaching (occupation-related) work experience; 1 year of teaching experience; provisional certificate to teach General Education. Member of NEA, WAVAE.

RESPONSES OF NOMINAL GROUP NO. 2

1. Teachers need more preparation time for developing course materials and to teach. (Pts: 8,10,7,10) (T: 35) (R: 1)

2. Teachers should have less preparations to make them more effective. A teacher may teach five different classes and other instructors may teach the same classes, thus duplicating prep time. (Pts: 10,9,9) (T: 28) (R: 2)

3. Need more "mini" courses offered as electives for the student who only wants a part of the course---just come into the regular course when the section he wants is taught. (Pts: 3,9,8) (T: 20) (R: 3)

4. Need a better followup conducted on graduates to determine if we are adequately preparing them for employment. There should be a sample group from each graduating class. (Pts: 5,7,4,4) (T: 20) (R: 4)

5. The teaching work load does not include enough variables, such as the number of consecutive hours of teaching, the number of free hours between classes, the number of preps, etc.---also does not consider the student. (Pts: 9,4,7) (T: 20) (R: 5)

6. More electives in the Secretarial Science program and others in business need to be scheduled when the students can take them. (X) (Pts: 2,6,5,5) (T: 18) (R: 6)

7. Administration should realize the importance of hiring qualified staff in the AVT lab---aides and paraprofessionals are no substitute for instructors---the students are being shortchanged. (Pts: 8,6) (T: 14) (R: 7)

8. Need more and progressive counseling on current job opportunities. (Pts: 6,6) (T: 12) (R: 8)

9. The advisory committees are not providing the link between the school and business and industry in program organization, job counseling, and setting up cooperative programs. (Pts: 4,5,3) (T: 12) (R: 9)

10. Too much red tape, reporting, and meetings---not enough time for job. (Pts: 3,1,8) (T: 12) (R: 10)

11. Need better advance screening for placement---don't place them in a degree program just for head count. (Pts: 1,10) (T: 11) (R: 11)

12. Should have more courses taught by audiovisual and lecture, versus just lecture. (Pts: 7) (T: 7) (R: 12)

13. Need better communications between Student Services and instructors on the students' enrollment status and abnormalities, such as seizures and nervous conditions. (Pts: 1,2,3) (T: 6) (R: 13)

14. In-service meetings should not only be informative for the administration, but should help the instructors in their teaching methods. (Pts: 2,1) (T: 3) (R: 14)

15. A student should be able to complete a course when he has met the requirements irregardless of whether it takes him 6, 12, or 30 weeks. (Pts: 2) (T: 2) (R: 15)

INSTRUCTORS - WEST BEND

(The West Bend instructor nominal group was composed of both Trade and Industry and Business Education instructors. The entire content of this nominal group was placed under the Business Education department-West Bend instructors to avoid the duplication of responses in this report.)

COMPOSITION OF GROUP NO. 1

1.. Female, age 52; 6 years as full-time instructor; B.S. degree in Business Education; 2 years of non-teaching (occupation-related) work experience; 9 years of teaching experience; standard certificate to teach Business Education; provisional certificate to teach Math. Member of WEA, WBEA, Faculty Assoc. of Moraine Park.

2. Male, age 25; 2 years as full-time instructor; B.S. degree in Psychology and English, graduate credits in Guidance and Counseling; 3 years of non-teaching (occupation-related) work experience; 2 years of teaching experience; provisional certificate to teach General Education courses. Member of WEA, NEA, Boy Scouts of America, UW-Oshkosh Alumni Assoc., Sigma Phi Epsilon Alumni Assoc.

3. Female, age 32; 5 years as full-time instructor; B.S. degree in Business Education, 24 graduate credits in Business Education; 1 year of non-teaching (occupation-related) work experience; 10 years of teaching experience; provisional certificate to teach Secretarial Science and Clerk Typist. Member of NBEA, WBEA, WEA, NEA, Delta Pi Epsilon.

4. Male, age 65; full-time instructor; B.S. degree in Engineering, M.S. degree in Engineering and Educational Psychology; 25 years of non-teaching (occupation-related) work experience; 25 years of teaching experience; standard certificate to teach Mechanical Design and Production Mechanics. Member of American Society of Quality Control, American Production and Inventory Control Society, Society of Automotive Engineers.

5. Male, age 30; 2 years as full-time instructor; B.S. equivalency in Time Study Apprenticeship and Journey Man, B.S. degree in Industrial Education, 9 graduate credits in Industrial Education; 14 years of non-teaching (occupation-related) work experience; 3 years of teaching experience; standard certificate to teach Machine Shop, Power, and Industrial Technology. Member of WAVAE, WEA, NEA.

6. Male, age 43; 6 years as full-time instructor; B.S. equivalency in Tool and Die and Machine Shop; 18 years of non-teaching (occupation-related) work experience; 10 years of teaching experience; standard certificate to teach Tool and Die and Machine Shop. Member of WEA, NEA.

7. Male, age 44; 5 years as full-time instructor; B.S. equivalency in Tool and Die Making; 18 years of non-teaching (occupation-related) work experience; 5 years of teaching experience; standard certificate to teach Machine Tool Operation, Apprentices, and related areas. Member of WEA, NEA.

RESPONSES OF NOMINAL GROUP NO. 1

1. More programs are needed at West Bend, especially for women. Programs could be added in Practical Nursing, Cosmetology, Legal Secretary, Medical Secretary, and health programs such as Dental Hygiene. (XX) (Pts: 8,6,8,10,8,3,7) (T: 50) (R: 1)

2. Instructors should receive district time, possibly during summer break, to develop their courses to meet the students' needs. Also, this time could be used to prepare advanced standing tests and to develop visual aids for classes. (XXXX) (Pts: 9,8,5,7,10,9) (T: 48) (R: 2)

3. There should be a pre-test for Math, English, Speech, reading skills and comprehension, listening, writing and spelling for all students in all programs to determine if they have the necessary skills to complete their program. If they don't, MPTI should offer a non-credit course to develop these skills before they enter their full-time program. (X) (Pts: 10,5,9,2,2,9) (T: 37) (R: 3)

4. MPTI should do more promotion or public relations for programs at West Bend. There should be a qualified public relations person to do this. It should not be the responsibility of the instructors. (X) (Pts: 6,10,10,3,2) (T: 31) (R: 4)

5. There should be more advanced elective courses for students who are placed in advanced standing. Elective courses could be offered in Legal and Medical Terminology, Management, Technical Drafting and Design. (Pts: 7,3,7,4,6) (T: 27) (R: 5)

6. MPTI should expand their facilities at the West Bend campus. This would include more instructional equipment, more shop and classroom space, a larger lounge for the students, more storage space, more audiovisual equipment, a larger and more isolated library, and reading labs. (Pts: 8,9,5) (T: 22) (R: 6)

7. The instructors' schedules should include preparation time for apprentice programs. (X) (Pts: 4,2,5,8) (T: 19) (R: 7)

8. Department chairmen should help the instructors who they feel are not doing a good job. They should actually help the instructor to correct his deficiencies, not just state the problem and leave it to the instructor to correct. (Pts: 2,9,5,3) (T: 19) (R: 8)

9. Our district should make a greater effort to be the first to get in and apply for the federal money available to improve the school. There is no reason why we are always the last to apply for this money. (Pts: 7,9,1) (T: 17) (R: 9)

10. More counseling help is needed at the West Bend campus. The counselor should have a more regular schedule that both teachers and students can depend on. (Pts: 5,1,6,4,1) (T: 17) (R: 10)

11. MPTI should offer a finalized list of the skills required of first- and second-year students, and there should be more well-defined objectives for the course. (X) (Pts: 6,10) (T: 16) (R: 11)

12. The General Education instructors should work along with the instructors from all programs to develop the General Education classes so they are geared to each specific program. (Pts: 3,7,5) (T: 15) (R: 12)

13. MPTI should be on a year-round basis, or a three-quarter system. An instructor should be able to choose how many of the quarters he wishes to teach---whether he wants only two or all three quarters. (Pts: 4,10) (T: 14) (R: 13)

14. MPTI should operate on an open-ended schedule. Students would be able to begin and leave when they obtain what they wanted from the program. All lectures would be audiovisual, and other class times would be set aside for individual instruction. This would allow students to take only the parts of a program they feel would benefit them. If they completed the entire program they would continue to receive a diploma or degree. (Pts: 6,8) (T: 14) (R: 14)

15. MPTI needs to develop and incorporate a screening process, perhaps a test, to inform students as to their ability to receive individual help. It would also determine if the student has enough remedial skills to complete the program, and if he needs more than one or two years to complete the program. By taking this test students would be able to discover what the program will do for them as individuals. (Pts: 3,6) (T: 9) (R: 15)

16. MPTI should implement a flexible schedule for the programs at West Bend. Students should be able to continue beyond one or two years if they need extra time. The school should stress achievement and not time. (Pts: 1,4,4) (T: 9) (R: 16)

17. The district should provide shop coats for shop instructors. (Pts: 7) (T: 7) (R: 17)

18. There should not be so many responsibilities for everyone from the instructors on up to the administrators. The instructors are not getting the help they need because these people have too many responsibilities and not enough time to help the instructors as they should. (Pts: 2,3) (T: 5) (R: 18)

19. MPTI should upgrade all courses required for full-time programs to a post high school level. (Pts: 4) (T: 4) (R: 19)

20. The Machine Shop portion of the Machine Tooling Technics program and other programs containing shop should be increased to four consecutive hours. (Pts: 2) (T: 2) (R: 20)

21. MPTI should develop some guidelines for coordinators to explain what their role is. The West Bend instructors feel that the coordinator's main function should be working to coordinate full-time programs with businesses in the area, not to devote the majority of his efforts to part-time evening courses. This is especially true for the Trade and Industry department. (Pts: 1,1) (T: 2) (R: 21)

22. The heat should be more evenly distributed at the West Bend campus. Presently it is too cold to type in the Typing classroom. (Pts: 1) (T: 1) (R: 22)

23. MPTI should have advisory committee members and employers from area industries come in to help develop all required courses, especially the General Education courses. (No Points) (R: 23)

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ADVISORY COMMITTEE

FASHION MERCHANDISING, MARKETING, and INDUSTRIAL MARKETING

COMPOSITION OF GROUP NO. 1

1. Male, age 23; served 1 semester on advisory committee; an employee in Dodge county; the company employs 10 people in the advisory committee member's field, 1 of whom is an MPTI graduate.

2. Female, age 59; served 5 semesters on advisory committee; an employee in Fond du Lac county; the company employs 50 people in the advisory committee member's field, none of whom are MPTI graduates.

3. Male, age 26; served 1 semester on advisory committee; an employee in Fond du Lac county; the company employs 20 people in the advisory committee member's field, 1 of whom is an MPTI graduate.

4. Male, age 59; served 20 semesters on advisory committee; an employer in Fond du Lac county; the company employs 5 people in the advisory committee member's field, 1 of whom is an MPTI graduate.

5. Male, age 30; served 4 semesters on advisory committee; an employer in Fond du Lac county; the company employs 300 people in the advisory committee member's field, 4 of whom are MPTI graduates.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need a complete orientation for new Fashion Merchandising, Industrial Marketing, and Marketing advisory committee members to let them know their function and their responsibilities---to let them realize why they are there. (Pts: 7,7,10,10,10) (T: 44) (R: 1)

2. Students need a better background in Communication Skills. They have to be able to speak and write properly when they graduate from MPTI, especially if they have not been provided with this background in high school. (Pts: 4,5,7,9,4) (T: 29) (R: 2)

3. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should meet once a month from September through May. (Pts: 9,8,9) (T: 26) (R: 3)

4. Advisory committees should be involved in curriculum development. They, as businessmen, are in an excellent position to develop the program. (Pts: 10,6,9) (T: 25) (R: 4)

5. The Marketing program should do more advertising through the media and through personal contact with the community as they are losing students. They need to sell themselves to the employers and to the taxpayers. (Pts: 5,9,8) (T: 22) (R: 5)

6. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should be involved in developing course objectives and it should be instrumental in evaluating and reviewing the course to see if these objectives are met. (Pts: 8,4,7) (T: 19) (R: 6)

7. MPTI needs a better screening process of students. Too many students are in the wrong programs and someone should advise them of alternatives. The school is required to enroll all students, but they should assist the student in selecting the proper program. When a student is not properly placed, he slows down a class or program. (Pts: 6,3,6) (T: 15) (R: 7)

8. Students in Fashion Merchandising, Industrial Marketing, and Marketing need more on-the-job training, particularly in associate degree programs. This should include a minimum of one semester on a part-time basis. (Pts: 7,5) (T: 12) (R: 8)

9. The advisory committee in Fashion Merchandising, Industrial Marketing, and Marketing should have more involvement with the students such as assisting students in the Distributive Education Club of America (DECA) and Wisconsin Office Education Association (WOEA) functions. (Pts: 3,8) (T: 11) (R: 9)

10. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should be used more as a contact with business and in relaying information to the Technical Institute. (Pts: 10) (T: 10) (R: 10)

11. Class schedules should be arranged to enable students to secure employment. (Pts: 5,5) (T: 10) (R: 11)

12. MPTI needs to find out what the going salary is in the various fields in order to give the student a realistic idea of what to expect when employed in a training-related job. (Pts: 8) (T: 8) (R: 12)

13. MPTI should have seminars for third semester students to meet with prospective employers in order to find out what their responsibilities will be and to get a realistic evaluation of what positions are available to them as MPTI graduates. (Pts: 4,3) (T: 7) (R: 13)

14. All the advisory committees from MPTI should meet together in order to gather ideas on how other committees function and to share their ideas. This meeting should be in the spring when planning can be done for the fall semester. (Pts: 6) (T: 6) (R: 14)

15. MPTI should actively recruit students from the high schools other than on Career Days. (Pts: 6) (T: 6) (R: 15)

16. Advisory committees lose many good members because they feel they are not serving a purpose. (Pts: 2,1,2) (T: 5) (R: 16)

17. Students should be given a background in interviewing techniques. (Pts: 3,1) (T: 4) (R: 17)

18. Employers need to realize that a graduate is not educationally a finished product. They need to devote time to on-the-job training for new employees. (Pts: 4) (T: 4) (R: 18)

19. MPTI should assist Marketing students in developing a school store. It could be started by means of a loan and operated by students who are being trained in all facets of store management and who earn salaries based on store profits. (Pts: 1,1,2) (T: 4) (R: 19)

20. The MPTI staff should not be allowed to dominate Fashion Merchandising advisory committee meetings as the advisory committee members do not know them well enough to always feel comfortable when giving input at the meetings. (Pts: 3) (T: 3) (R: 20)

21. The local advisory committees need to supply the state advisory committee with more input in order to assist them in their evaluating function. (Pts: 2) (T: 2) (R: 21)

22. MPTI needs to have better communication with high school counselors so they, in turn, can inform the students about MPTI. (Pts: 2) (T: 2) (R: 22)

23. When employers hire students for work study they have to realize that they have a responsibility to teach the student. (Pts: 1) (T: 1) (R: 23)

24. The Cash Register training course is geared too much toward grocery store registers. It needs to be a more sophisticated type of training. (No Points) (R: 24)

25. Employees should be able to attend the Technical Institute to take one or two courses in order to sharpen their skills. (No Points) (R: 25)

26. The administration of MPTI does not lend support to school organizations. They should recognize and reward organizations such as DECA when they win in state or national competitions or when they receive recognition by the community for their accomplishments. (No Points) (R: 26)

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STUDENTS - INDUSTRIAL MARKETING

COMPOSITION OF GROUP NO. 1

1. Male, age 23; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI student.

2. Male, age 23; has completed 2 college semesters and 3 semesters at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by the Wisconsin State Employment Service.

3. Male, age 22; has completed 2 college semesters and 4 semesters at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by a business acquaintance.

4. Male, age 25; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by desire to complete the program after discharge from military duty.

5. Male, age 19; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

(One participant left before the ranking step. Therefore, the number of points awarded to each response reflects the ranking of only four participants.)

RESPONSES OF NOMINAL GROUP NO. 1

1. The Industrial Marketing instructor who teaches Principles of Advertising, Field Study/Internship, Principles of Insurance, and Credit Procedures is ten years behind in his method of instruction and the students learn very little from him. He is not organized and he cannot communicate with or control his students. (XXXX) (Pts: 10,10,10,10) (T: 40) (R: 1)

2. The instructors in Introduction to Data Processing and Introduction to Accounting primarily lecture in their courses for Industrial Marketing students. The courses should be related to the Industrial Marketing students and the material should be presented at a rate these students can comprehend. (Pts: 9,9,7) (T: 25) (R: 2)

3. The MPTI school name should be changed to Moraine Park College. (XX) (Pts: 7,5,8) (T: 20) (R: 3)

4. The Technical Drafting course should be changed to a course in Blueprint Reading, as this would closely relate to the Industrial Marketing program. (XXXX) (Pts: 7,9) (T: 16) (R: 4)

5. Audiovisual equipment should be used more in the Industrial Marketing program because it is just sitting and collecting dust. The Industrial Marketing students could give a presentation that is taped and then the tape could be replayed and errors pointed out. (Pts: 6,9) (T: 15) (R: 5)

6. The communications system at MPTI should be improved. Students should be able to receive messages at least fifteen minutes after they arrive at school. This could be accomplished by a more liberal use of the public address system or by having work study students distribute messages to classrooms. (Pts: 5,8,2) (T: 15) (R: 6)

7. The Technical Drafting course for Industrial Marketing students should begin with the basics, such as using a compass and pencil and proceed from there. It is too technical a course. It also should include more blueprint reading. (XXX) (Pts: 8,6) (T: 14) (R: 7)

8. We need more courses in the Industrial Marketing program. They should include courses containing practical experience. We could devise a product and try to market it. This would be similar to the high school junior achievement program, but on an advanced level. They should also include some type of an apprentice course. (X) (Pts: 3,8,3) (T: 14) (R: 8)

9. Two-hour labs are a waste of time in the Industrial Marketing program. A one-hour lab would be sufficient for courses such as Technical Drafting I, Marketing Management, Principles of Advertising II, Industrial Sales, and several other courses. The only class which should have a two-hour lab is Manufacturing Processes I. (Pts: 2,1,7) (T: 10) (R: 9)

10. The lounge is too crowded. There should be new and separate rooms for games, television, and discussions. Also, we need a new stereo. (Pts: 2,6,2) (T: 10) (R: 10)

11. MPTI should approach the city of Fond du Lac concerning a stop-and-go light on the corner of National Avenue and Johnson Street. It would not have to operate at all times, but is needed especially in the morning. (XX) (Pts: 1,4,4) (T: 9) (R: 11)

12. Instructors should have a tutorial period where they would be able to give students individual instruction and answer their questions. These hours should be posted. (Pts: 4,5) (T: 9) (R: 12)

13. More classes should be scheduled in the morning for Industrial Marketing students to enable them to work part-time during the afternoons. Also, there are too many free periods between classes. We know the schedule can be changed if there is a need. (XXXX) (Pts: 6) (T: 6) (R: 13)

14. MPTI should build a gymnasium as the students need a place to exercise. (Pts: 5) (T: 5) (R: 14)

15. There should be only one instructor to teach Communication Skills I with a variety of students from each program in each class. This would serve as a common denominator for the students as they would have a common course and instructor for discussion. It would also enable the students to get to know each other. (Pts: 4) (T: 4) (R: 15)

16. The Industrial Marketing students would like a motivated instructor to teach Principles of Advertising, Field Study/Internship, Principles of Insurance, and Credit Procedures. (Pts: 3) (T: 3) (R: 16)

17. There should be a judo or karate course offered at MPTI. (Pts: 3) (T: 3) (R: 17)

18. The Industrial Marketing program should be revised to accommodate more female students as there are numerous opportunities for women in this field. This could be accomplished by deleting the Technical Drafting course, as women are afraid to take it and therefore enroll in the Marketing program. (Pts: 1,1) (T: 2) (R: 18)

19. MPTI should do more to promote community awareness. There should be more public relations to explain what MPTI has to offer the community, not just a listing of courses that are offered. Also, more advertising needs to be done. (No Points) (R: 19)

20. Most field trips in the Industrial Marketing program do not pertain to what the students want to learn from the program. The Industrial Marketing students enjoy field trips, but would like them to be more beneficial. (No Points) (R: 20)

EMPLOYERS

ACCOUNTING, ACCOUNT CLERK, and DATA PROCESSING

COMPOSITION OF GROUP NO. 1

1. Female, age 33; an employer in Fond du Lac county; 15 years with present company; 25 people employed in program areas, uncertain as to number of MPTI graduates; utilizes Wisconsin State Employment Service, MPTI guidance and placement office, and newspaper advertising to fill job positions; projects the hiring within the next three years of from 1 to 3 new employees in the program fields.

2. Male, age 37; an employer in Fond du Lac county; 11 years with present company; 21 people employed in program areas, 1 of whom is an MPTI graduate; utilizes the Wisconsin State Employment Service and high school guidance and placement offices to fill job positions; projects the hiring within the next three years of from 7 to 10 new employees in the program fields.

3. Male, age 39; an employer in Fond du Lac county; 10 years with present company; 43 people employed in program areas, uncertain as to number of MPTI graduates; utilizes Wisconsin State Employment Service and promotions within the company to fill job positions; projects the hiring within the next three years of from 16 to 20 new employees in the program field.

4. Male, age 44; an employer in Fond du Lac county; 10 years with present company; 11 people employed in program areas, 3 of whom are MPTI graduates; utilizes Wisconsin State Employment Service, a private employment service, and MPTI guidance and placement office to fill job positions; projects the hiring within the next three years of from 4 to 6 new employees in the program fields.

RESPONSES TO NOMINAL GROUP NO. 1

1. Students have a limited exposure in problem solving in areas related to Accounting. They know Accounting, but they can't generalize their knowledge. More problem solving should be stressed in the Accounting program. (Pts: 10,4,8,9) (T: 31) (R: 1)

2. Instructors should impress upon their students that their work has to be logical, correct, and reasonable, especially in Math and Typing or it isn't acceptable. It seems that students don't think ahead as to what effect their work will have. The students should be more innovative and inquisitive. Possibly this could be impressed upon students through General Education courses, especially Psychology. (Pts: 8,7,6,10) (T: 31) (R: 2)

3. The scope of the Accounting program is too broad. The program should cover the basics, and once students have mastered the basics they can expand their skills. They are familiar with the different types of Accounting such as Cost Accounting and Managerial Accounting, etc., but these are specialized areas which students will learn on the job. (Pts: [illegible],5,9,8) (T: 25) (R: 3)

4. Data Processing students should specialize in the operation of data processing machines and Accounting students in the operation of accounting machines. (Pts: 9,2,7) (T: 18) (R: 4)

5. MPTI should update their equipment, as the 026 card punch machine is practically obsolete. The 129 card punch machine is new and very much in use. Students should learn to operate this machine or at least have some exposure to its operation. (Pts: 10,5) (T: 15) (R: 5)

6. MPTI should supply employers with the types of tests the instructors have given throughout the program along with the students' results on the tests, as some companies can't test students before hiring them. (Pts: 1,3,7,4) (T: 15) (R: 6)

7. The required time in the Card Punch course for Data Processing students should be lengthened. Twenty-seven hours is not enough time to learn the skill. Students need more practice, and they don't know if they would like this type of job due to the short exposure. This also pertains to teletype operators. (X) (Pts: 6,8) (T: 14) (R: 7)

8. There should be a general Business Math course for Accounting students to learn the basics of Office Math. It seems the students of new Math are getting progressively worse in basic Math. (Pts: 5,6,3) (T: 14) (R: 8)

9. MPTI should offer evening courses during a whole semester for area employees to come in and sharpen their skills, especially in Office Machine Operation and Secretarial Skills. The courses should be three nights a week per semester. In many cases employers pay for employees to attend this type of course. (Pts: 4,2,5,2) (T: 13) (R: 9)

10. Place stronger emphasis on typing and clerical work in the Accounting program. This includes being able to run office machines with speed and accuracy. (Pts: 2,10) (T: 12) (R: 10)

11. MPTI should have a Career Day instead of having each employer come in and take up class time. The employers should come in for a day and students could stop to talk to them during their free time. (Pts: 7,4,1) (T: 12) (R: 11)

12. Students should have some type of work experience or an internship program along with the theory that is learned in school. This is especially true due to the short period of time in which students complete programs. (Pts: 9,1) (T: 10) (R: 12)

13. MPTI should survey area employers as to the type of students they plan to hire, or they should have employers come in and explain to the students what they are expected to do once they are hired. (Pts: 1,3,6) (T: 10) (R: 13)

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STUDENTS - DATA PROCESSING

COMPOSITION OF GROUP NO. 1

1. Female, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a relative.
2. Male, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a relative.
3. Female, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
4. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
5. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

RESPONSES TO NOMINAL GROUP NO. 1

1. Data Processing Machine Operation should be a two-year program. During the first year the students would study Computer Operation, and during the second year they would study Programming. Also, the students should be able to complete one year and get a diploma. If they decide to go two years they would get a degree. Presently, there is too much for one year. (XXXX) (Pts: 10,9,10,10,10) (T: 49) (R: 1)

2. MPTI should check with businesses in the area to see what computers they use. This should be used as a basis for determining the kind of machines we use. The students feel they should be using the IBM 360 series---not the 1130 series they are presently using. (Pts: 8,8,8,9,4) (T: 37) (R: 2)

3. The Computer Science course for Data Processing students should be divided into a Computer Science course and a Unit Record Machine course. (X) (Pts: 9,10,9,8) (T: 36) (R: 3)

4. MPTI should enlarge the computer room. It is too small for all the students, and they can't see the demonstrations in class. Also, they should have all the equipment in neighboring rooms. Presently, they are too spread out. (Pts: 7,6,6,7,9) (T: 35) (R: 4)

5. The tests for Data Processing students should be spread out. Presently, there are no tests in the first quarter and all of them are crammed into the second quarter of the semester. (Pts: 5,7,7, 5,8) (T: 32) (R: 5)

6. The Filing course for Data Processing students should be dropped. They just need to know the basics, and they can get that in other courses. Also, they don't see the benefit of looking up articles and writing summaries on them. (Pts: 4,3,5,6,3) (T: 21) (R: 6)

7. The General Office Math course for Data Processing students should be a two-semester course, not just one semester. The students had three books and only covered one and one-half books. The instructor can't cover all the necessary material in one semester. (Pts: 6,4,2,4,2) (T: 18) (R: 7)

8. The Data Processing students should go on more field trips to see the different computer operations in the area, and to tour the facilities they will have to work with once they are employed. (Pts: 3,2,3,3,1) (T: 12) (R: 8)

9. The Data Processing students should have a Computer Filing course to cover the material they need to learn. This would replace the Filing course and it should be something based on numerical filing. (Pts: 2,5,4) (T: 11) (R: 9)

10. In the Card Punching course for the Data Processing students the required assignments are too long. The students feel too much material is required. They should just be required to do enough until they know the methods they are using. (Pts: 2,7) (T: 9) (R: 10)

11. One semester of Fundamentals of Accounting is enough. The students can't understand why they need two semesters of it. (Pts: 1,1,6) (T: 8) (R: 11)

12. The student commons is too crowded. The school needs a larger area in which the students can take their lunch break. (Pts: 1,1,5) (T: 7) (R: 12)

13. All tests for the Data Processing students should be on an equal basis as far as your grade is concerned. The students do not think the present grading system is fair. (No Points) (R: 13)

GRADUATES - DATA PROCESSING

COMPOSITION OF GROUP NO. 1

1. Female, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently enrolled in the MPTI Accounting program.

2. Female, age 43; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.

3. Female, age 21; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Washington county.

4. Male, age 20; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Calumet county.

5. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently enrolled in the Data Processing program at the Fox Valley Technical Institute.

RESPONSES OF NOMINAL GROUP NO. 1

1. Data Processing should be a two-year program. The first year would cover the basics. The second year would be optional, and for doing more work in programming, stressing COBAL and FORTRAN programming. (XX) (Pts: 10,8,8,8) (T: 34) (R: 1)

2. Include an internship in the Data Processing program where students can gain experience working in area companies and gain exposure to new equipment not used at MPTI. Also, there should be more field trips to different companies. (X) (Pts: 8,10,9,6) (T: 33) (R: 2)

3. Include a course in General Maintenance of the Systems in the Data Processing program, in which students would learn to make minor repairs and also clean the machine. (Pts: 7,7,3,7,9) (T: 33) (R: 3)

4. The Data Processing instructor should explain the new data processing equipment in the courses so students are aware of them when they leave MPTI to work. (X) (Pts: 9,4,5,8) (T: 26) (R: 4)

5. Offer a separate course in the Data Processing program that would cover and analyze each unit of Electronic Data Processing (EDP) equipment and what each part of the system is capable of doing. It should cover IBM, NCR, 3M, and Xerox equipment such as discs, tapes, memory, and printers. (X) (Pts: 6,9,10) (T: 25) (R: 5)

6. The Unit Record Machines course for Data Processing students should be shortened, possibly to nine weeks, because these machines are not used anymore. The material on unit wiring is not used, but it should be covered briefly. (X) (Pts: 2,6,10,5) (T: 23) (R: 6)

7. A course on software routines and what you can do with them should be added to the Data Processing program. (Pts: 5,1,3,7) (T: 16) (R: 7)

8. The Data Processing program should be limited to six or eight students. If more apply the class should be split into two sections. (Pts: 3,6,1,2) (T: 12) (R: 8)

9. There should be a larger computer room at MPTI. The present room is too crowded for the amount of equipment. (X) (Pts: 1,7,3) (T: 11) (R: 9)

10. MPTI credits should be transferable to other technical schools. I couldn't get my credits transferred to Fox Valley Technical Institute in Appleton. (Pts: 2,9) (T: 11) (R: 10)

11. There should be more Data Processing instructors so students can get more individual help. (Pts: 10) (T: 10) (R: 11)

12. More work with tape punching, especially magnetic tape, should be included in the Card Punch course for Data Processing students. (X) (Pts: 3,6) (T: 9) (R: 12)

13. The Typing course for Data Processing students should be eliminated if they had a basic typing course in high school. Also, Principles of Accounting and Human Relations should be dropped because Accounting isn't needed and Human Relations is a repeat of the Communications course. (X) (Pts: 1,4,4) (T: 9) (R: 13)

14. A course on Hexadecimal Math should be offered during the second semester as an elective in the Data Processing program. (Pts: 2,5) (T: 7) (R: 14)

15. MPTI should offer refresher courses in card punching and tape punching, and also courses that are updated annually to cover changes in Electronic Data Processing equipment. (Pts: 4,2) (T: 6) (R: 15)

16. The Communications course should be revised for Data Processing students to be more like a speech course to teach students to work and communicate with people. (Pts: 4,1) (T: 5) (R: 16)

17. Employers and employees from different companies should come and speak to the Data Processing students so they know what to expect when they go out to look for a job. (Pts: 5) (T: 5) (R: 17)

18. There should be a system at MPTI where students could rent their books, and if they are interested after they complete the course they could purchase them. (No Points) (R: 18)

GRADUATES - ACCOUNTING

COMPOSITION OF GROUP NO. 1

1. Female, age 21; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.
2. Female, age 21; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.
3. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.
4. Male, age 22; attended MPTI-Fond du Lac; graduated June, 1972; presently employed in a training-related job in Fond du Lac county.
5. Male, age 20; attended MPTI-Fond du Lac; graduated May, 1973; has held a training-related job since graduation but not employed in the field at this time.
6. Male, age 40; attended MPTI-Fond du Lac; graduated May, 1973; presently employed in a training-related job in Fond du Lac county.

RESPONSES OF NOMINAL GROUP NO. 1

1. MPTI should work on getting its credits transferable to colleges for students who want to continue their education. Also, students should be able to transfer credits from one technical institute to another one in a different district. This would be especially helpful for Accounting students. (X) (Pts: 3,7,10,5,10,8) (T: 43) (R: 1)

2. There should be more intensified Accounting courses as electives for the Accounting program. The students only cover half of the book in Accounting 3 and Accounting 4, and the rest of the material should be included. Also, students need to learn more about tax forms. (X) (Pts: 10,10,8,10,5) (T: 43) (R: 2)

3. The Accounting program should contain a Typing course, a State Income Tax course, and a Federal and State Employer and Employee Report course. (XXX) (Pts: 9,8,9,7,7) (T: 40) (R: 3)

4. MPTI has a poor community image; students who graduate cannot even receive state aid to further their education. MPTI should do more advertising and this should contain reports on graduates and the positions they have in the community. (Pts: 5,6,9,10) (T: 30) (R: 4)

5. The Communication Skills course for Accounting students should be revised as presently the student does not learn much in it. It should be more of an English course with grammar, writing, forms, and some literature. (Pts: 6,7,8,5) (T: 26) (R: 5)

6. The Office Management course for Accounting students should get more involved in office procedures and systems. It should include more than just reading ideas from a textbook. (X) (Pts: 8,1,2,6,6,2) (T: 25) (R: 6)

7. The Office Management, Corporation Finance, and Information Systems courses taught the same material and each had a different viewpoint. They should be revised to avoid this duplication as a student has a difficult time keeping the three viewpoints separate when he is taking a test. (Pts: 5,4,8,6) (T: 23) (R: 7)

8. MPTI should offer refresher courses on Taxes. It should be an evening course that is updated annually as tax forms are continually changing. (XX) (Pts: 4,4,9) (T: 17) (R: 8)

9. MPTI should offer more Math courses for Accounting students. They should be on a college level as most of the Math they presently receive is a repeat of high school math courses. (X) (Pts: 9,6,1) (T: 16) (R: 9)

10. There should be more information available on what is taught in elective courses. Also, students should get more counseling on what electives would benefit them the most. (Pts: 4,3,7,1) (T: 15) (R: 10)

11. The Machine Calculation course in the Accounting program should be longer and include more types of business machines. (Pts: 7,5) (T: 12) (R: 11)

12. More employers should be invited to MPTI to speak to students and to see the equipment and the training that students receive. There should be better communication with community businesses. (Pts: 1,9) ~~(T: 10)~~ (R: 12)

13. The Psychology of Human Relations course should be revised so that there are more discussions on the various topics and not as much reading from the textbook. It also should pertain more to the Accounting program. (XXX) (Pts: 2,4,3) (T: 9) (R: 13)

14. The American Institutions course should be dropped from the Accounting curriculum. (XXX) (Pts: 3,4) (T: 7) (R: 14)

15. Auditing and Public Speaking should be included as required courses for the Accounting program. (XX) (Pts: 2,2,3) (T: 7) (R: 15)

16. All of the courses at the UW Center-Fond du Lac should be scheduled at one time, so the students do not have to walk back and forth so often. We cannot use a car as no parking is available. (X) (Pts: 1,3) (T: 4) (R: 16)

17. Economics and American Institutions should be elective courses for the Accounting program. (XX) (Pts: 2) (T: 2) (R: 17)

18. The Accounting students should have more advanced training in courses that contain computer study. This should include more training in Computer Programming, in the use of the sorter, and on the various designs and forms of programs. (XX) (Pts: 1) (T: 1) (R: 18)

19. MPTI needs a larger lounge as there is not enough room for all the students. Also, there should be a separate lounge in the Trade and Industry area as students come from shop classes and get grease and oil on all the furniture. (No Points) (R: 19)

20. MPTI looks like a disaster area. They should instill a sense of pride in the students to keep the school clean. A little more school spirit would help. It is bad public relations when visitors come to the school. (No Points) (R: 20)

*****

ADVISORY COMMITTEE

CLERK TYPIST, SECRETARIAL SCIENCE, and SECRETARIAL SCIENCE-MEDICAL

COMPOSITION OF GROUP NO. 1

1. Female, age 50; served 4 semesters on advisory committee; an employee in Fond du Lac county; the company employs 6 people in the advisory committee member's field, none of whom are MPTI graduates.

2. Male, age 40; served 6 semesters on advisory committe; an employer in Fond du Lac county; the company employs 200 people in the advisory committee member's field, none of whom are MPTI graduates.

3. Male, age 37; served 10 semesters on advisory committe; an employer in Fond du Lac county; the company employs 40 people in the advisory committe member's field, 20 of whom are MPTI graduates.

4. The fourth participant did not complete the background information as he was a representative of the advisory committee member.

RESPONSES OF NOMINAL GROUP NO. 1

1. The technical skills taught in the Clerk Typist and Secretarial Science programs are excellent, but grammar, spelling, and English composition skills are very substandard. (Pts: 8,9,10) (T: 27) (R: 1)

2. Students should be taught job responsibility. Just because they have a headache does not mean they do not have to report for work and they should not expect always to go home right when the whistle blows. They need to demonstrate genuine interest in their job. (X) (Pts: 10,2,9) (T: 21) (R: 2)

3. The placement office at MPTI needs to be improved. They send out a brochure but they do not attempt to match graduates with jobs. I have never been sent a girl's qualifications for a job. (X) (Pts: 6,8,5) (T: 19) (R: 3)

4. The advisory committee for Secretarial Science and Clerk Typist should be utilized for exposure purposes to the business world. They could provide tours and resources, and they could speak to the classes. (Pts: 9,7,1) (T: 17) (R: 4)

5. The advisory committee is a rubber stamp for the administration. They are not utilized and exist only because of state requirements. (Pts: 4,10,2) (T: 16) (R: 5)

6. Clerk typists and secretaries should be better prepared to view the big picture when they are working on a project. They should be able to visualize what effect their activities will have on the total project. They should be able to think independently and they need to be involved in their work. (Pts: 7,8) (T: 15) (R: 6)

7. Clerk typists should have more basic math or accounting skills for employment as billing clerks and time study clerks. (Pts: 5,7) (T: 12) (R: 7)

8. Secretaries and clerk typists need training in office etiquette in areas such as politeness, respect for their employer, and respect for the company they work for. (Pts: 3,6) (T: 9) (R: 8)

9. Advisory committee members should be notified far enough in advance of meetings and they should be involved in the planning of the agenda. (Pts: 5,4) (T: 9) (R: 9)

10. MPTI needs to do more extensive counseling in order to inform the prospective students in the Clerk Typist program of their responsibilities as employees, the expectations of their employer on the job, and their aptitude for the job. This should be used as a screening process. (Pts: 2,6) (T: 8) (R: 10)

11. Instructors should have summer employment in the area they teach. (Pts: 1,3,4) (T: 8) (R: 11)

12. Students in the Clerk Typist and Secretarial Science programs should be exposed to outdated equipment. (Pts: 3) (T: 3) (R: 12)

13. There should be cooperation between the high school and the Technical Institute advisory committees. (Pts: 1) (T: 1) (R: 13)

14. High schools in the smaller towns of the Moraine Park District should expand their Clerk Typist and Secretarial preparation programs because employers may not be willing to hire twenty-one and twenty-two-year-old graduates from the Technical Institutes, as they are pressured to get married and become homemakers. (No Points) (R: 14)

15. The Technical Institute should work more closely with high school advisory committees to avoid duplication and to understand their curriculum, especially the high school work study program. (No Points) (R: 15)

16. If the advisory committees are used effectively they need to meet more than two times a year. (No Points) (R: 16)

17. Teachers should be more involved with the advisory committees for curriculum development and any problems they have. (No Points) (R: 17)

18. Instructors should be involved in student job placement by having communications with the potential employers in their area. (No Points) (R: 18)

19. The instructor should do followup on graduates in a training-related job to see if they adequately prepared the student for the employer's needs. (No Points) (R: 19)

20. Need cooperative programs with employers for work experience. (No Points) (R: 20)

*****

STUDENTS - SECRETARIAL SCIENCE

COMPOSITION OF GROUP NO. 1

1. Female, age 19; has completed 3 semesters at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by a relative and a friend.

2. Female, age 18; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

3. Female, age 19; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a relative and a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Secretarial Science students would like an Office Simulation type of course similar to the Medical Dictation and Transcription course that is required for the Secretarial Science-Medical program. This method of instruction could be used in the Secretarial Procedures course. Also, one semester of the Shorthand course and the Typewriting III course could be combined into an Office Simulation course. This would enable us to get the feel of office dictation rather than teacher dictation. (Pts: 10,7,9) (T: 26) (R: 1)

2. The counselors should inform new students that there is an advanced standing or testing out process used at MPTI. They also should inform the students of the course content so that they can decide whether or not they want to test out. (Pts: 3,8,10) (T: 20) (R: 2)

3. Students should have a say in developing their schedules. They should be able to choose electives and to work them into their schedules so they are not burdened with too many credits in one semester and too few in another. They could also arrange their schedule to allow for blocks of free periods. This would be especially helpful for fourth semester students as they would have more time to seek employment. (X) (Pts: 9,10) (T: 19) (R: 3)

4. Elective courses should be offered at a variety of times and there should be a larger selection for students to choose from. Also, there should be more electives for students in Secretarial Science from outside of the Business Education Department. Math courses should be offered as electives for students who are poor in Math skills. (Pts: 7,9,3) (T: 19) (R: 4)

5. Students should be able to test out of a section of a course; Secretarial Science students should be able to test out of sections of Typewriting I, Typewriting II, and Typewriting III as these courses are already broken down into sections. (Pts: 8,4) (T: 12) (R: 5)

6. Typewriting should be scheduled at a time when all students are required to be there. You still should be able to work according to your abilities as no requirements would have to be placed on the amount of materials to be completed. (Pts: 2,3,6) (T: 11) (R: 6)

7. The Typewriting III course should be an elective. Most of it is a review and the sections of legal and medical aspects would be included as part of your training once you are working, as each office has different procedures. (Pts: 6,4) (T: 10) (R: 7)

8. The Communication Skills I course should be an elective for Secretarial Science students since most of the material covered is also taught in the other courses for the Secretarial Science program and in high school. This includes grammar, letter writing, footnotes, and similar ideas that we learn in Typing and Shorthand classes. Also, all General Education courses should be electives as we covered much of the same material in high school. (X) (Pts: 1,8) (T: 9) (R: 8)

9. The two Shorthand teachers should work together so that they both use the same methods in teaching their classes. This is especially true in testing the dictation speed of students as both employ a different method. (Pts: 2,7) (T: 9) (R: 9)

10. An additional course in Machine Transcription could be added to the Secretarial Science curriculum to replace a semester of Shorthand. (Pts: 6) (T: 6) (R: 10)

11. There should be a variety of students in the General Education courses. This would allow for a better exchange of ideas and for students to get to know other students who are not enrolled in their program. (Pts: 5) (T: 5) (R: 11)

12. The required Secretarial Procedures course and the elective course, Principles of Supervision, cover a majority of the same material. The Secretarial Procedures course should be more specific and teach just what a regular secretary should know. (Pts: 5) (T: 5) (R: 12)

13. One semester of Shorthand, possibly the third, and Typewriting III should be dropped from the Secretarial Science program. (Pts: 5) (T: 5) (R: 13)

14. The Personal Development course that is an elective for Secretarial Science students was an interesting class, but more could have been accomplished, such as taking field trips to beauty shops and fashion shops. (Pts: 4) (T: 4) (R: 14)

15. Students should be informed of financial changes at MPTI. This semester the fees increased and nobody was informed of this. The students also should know where their money for activity fees and graduation fees is being spent. (Pts: 2) (T: 2) (R: 15)

16. Speakers should come into Secretarial Science courses and explain ideas such as beauty aids and budgeting. Also, it would help if businessmen could come in to dictate to us as this would provide a switch from the instructor's dictation. (Pts: 1) (T: 1) (R: 16)

17. The used bookstore should be operated more efficiently. A better procedure could be used. Also, a list of books that are available should be posted. (Pts: 1) (T: 1) (R: 17)

18. Students should be informed if a course they are taking has changed in the amount of credits assigned to it. The number of credits was changed for the Personal Development course and the Secretarial Science students who are taking the course were not informed of this change with enough of an advance notice to make a change in their schedule if they desired to do so. (No Points) (R: 18)

19. The instructors should inform the bookstore in regard to which books are required for each course. This would prevent students from purchasing books that are not required and having to sell them back as used books without using them. (No Points) (R: 19)

STUDENTS - SECRETARIAL SCIENCE-MEDICAL

COMPOSITION OF GROUP NO. 1

1. Female, age 19; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.
2. Female, age 20; has completed 3 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.
3. Female, age 22; has completed 4 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the Division of Vocational Rehabilitation.

RESPONSES OF NOMINAL GROUP NO. 1

1. A semester should be broken down into one- or two-week periods during which students in the Secretarial Science-Medical program have the opportunity to participate on an observation level in typical settings in which they will be employed in the future. There could be more field trips and tours included in the program. (XX) (Pts: 9,4,10) (T: 23) (R: 1)
2. Teachers for the Secretarial Science-Medical program should come from a medical background. Last year the instructors were nurses and they were qualified to answer questions. This year the instructor is learning along with us and is not prepared to answer our questions. (Pts: 10,7,5) (T: 22) (R: 2)
3. The Psychology of Human Relations course that is required for Secretarial Science-Medical students should be revised to include the psychology of working with patients. (X) (Pts: 7,3,9) (T: 19) (R: 3)
4. The course in Medical Ethics-Legal for Secretarial Science-Medical students should deal more with office ethics than with legal questions as this would be more pertinent for secretaries. (Pts: 5,6,7) (T: 18) (R: 4)
5. The Secretarial Science-Medical students should learn more about the basic secretarial forms so that they would be qualified to work as a regular secretary as well as a medical secretary. This would include punctuation, spelling, and letter forms. It could be part of the Shorthand course. (Pts: 10,8) (T: 18) (R: 5)

6. There should be a Basic Health course included in the Secretarial Science-Medical curriculum. It could include basic first-aid procedures and the use of office equipment, as the equipment for taking blood pressure. (Pts: 8,8,1) (T: 17) (R: 6)

7. The students in the Secretarial Science-Medical program should have a more qualified instructor for the Principles of Health Insurance course. Most students in this class received an "A" due to the lack of graded materials. Also, the class was frequently canceled, there was very little work that was required, and the audiovisual materials were irrelevant to the course. (XX) (Pts: 6,5,3) (T: 14) (R: 7)

8. The Medical Dictation and Transcription course should be a lab and not a lecture class. Also, there should be an hour set aside at the end of each week where the students could meet for a test. (X) (Pts: 3,2,6) (T: 11) (R: 8)

9. The Typewriting course for Secretarial Science-Medical students should be on a strict time schedule. A certain amount of time and material should be required by the end of each week. Also, there should be some system for checking attendance. (Pts: 1,9) (T: 10) (R: 9)

10. There should be more electives for Secretarial Science-Medical students. They could include a Basic Health course and some of the courses required for the Ward Clerk program. (Pts: 4,1,4) (T: 9) (R: 10)

11. The teacher for Medical Dictation and Transcription favors those students who work in the hospital as secretaries and typists. They are excused from class in order to work and the policy should be to schedule working time around class time. (Pts: 2) (T: 2) (R: 11)

12. Doctors should be invited to speak in the courses for the Secretarial Science-Medical program as they could inform these students on what is expected of them once they are employed. (Pts: 2) (T: 2) (R: 12)

13. There should be a variety of students in the General Education courses. The Secretarial Science-Medical students only know the same eight students, as they are in class with them all day long. The Medical-Dental Terminology course could be taken with the Practical Nursing students. (No Points) (R: 13)

14. The Practical Nursing students should receive a background on what courses Secretarial Science-Medical students take. Presently, the Secretarial Science-Medical students are looked down upon by the Practical Nursing students. (No Points) (R: 14)

STUDENTS - CLERK TYPIST

COMPOSITION OF GROUP NO. 1

1. Female, age 54; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

2. Female, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend and a high school counselor.

3. Female, age 18; has completed 1 semester at the MPTI-West Bend Campus; highly satisfied with the program; influenced to enroll at MPTI by a friend.

4. Female, age 18; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

5. Female, age 44; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the Work Incentive Program.

6. Female, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

7. Female, age 31; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

8. Female, age 19; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI counselor.

9. Female, age 49; has completed 1 semester at the MPTI-West Bend Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the Work Incentive Program.

RESPONSES OF NOMINAL GROUP NO. 1

1. A counselor should be available for the students at the West Bend campus at all times and not just three days a week. (X) (Pts: 9,8, 8,10,8,7,10) (T: 60) (R: 1)

2. The Business Correspondence course and the Communications Improvement 2 course overlap. They should be revised as they both include punctuation, grammar, and letter writing. (XXXX) (Pts: 9,7,9,7,5,8) (T: 45) (R: 2)

3. The Communications Improvement 2 course should be dropped from the program as one semester is sufficient. (XXXX) (Pts: 7,5,3,9,8,7) (T: 39) (R: 3)

4. There should be more programs for women offered at the West Bend campus. This could include a Practical Nursing program and the second year of the Secretarial Science program. (Pts: 6,5,10,10,6) (T: 37) (R: 4)

5. There should be a course in the use of a cash register included in the Clerk Typist program. If not a complete course, include it in the Office Procedures course. (X) (Pts: 10,10,7) (T: 27) (R: 5)

6. MPTI should do more advertising to inform the public on the full-time programs offered at the West Bend campus. (XXX) (Pts: 3,3,6,4,9,2) (T: 27) (R: 6)

7. There should be a day of orientation for students who begin their program at the West Bend campus in January. They should also receive a copy of the student handbook. (Pts: 6,10,9) (T: 25) (R: 7)

8. MPTI should have manual typewriters available in the Typing classroom. (Pts: 8,9,6) (T: 23) (R: 8)

9. Most of the courses in the Clerk Typist program are very basic. They should be thorough and cover the subject in greater detail. (Pts: 5,5,6,7) (T: 23) (R: 9)

10. There should be more electives offered at the West Bend campus so you can pick up courses when you are placed in advanced standing in your required courses in your program. (Pts: 8,9,4) (T: 21) (R: 10)

11. There should be some type of work experience or on-the-job training included in the Clerk Typist program. (X) (Pts: 6,5,9) (T: 20) (R: 11)

12. The counselors from MPTI should attend the high school Career Days. They should develop a slide series describing the West Bend campus and what programs are offered there, including the expenses involved and also the application procedures. (X) (Pts: 4,10,4) (T: 18) (R: 12)

13. There should be a one-half hour lunch period at MPTI with all students having lunch at the same time. This would enable us to leave school one-half hour earlier. (XXX) (Pts: 1,1,2,3,3,6,2) (T: 18) (R: 13)

14. MPTI should offer more group activities involving all students in the evenings and on weekends. This could include more sports events and having all three campuses work together on the Winter Carnival. (X) (Pts: 8,2,2,5) (T: 17) (R: 14)

15. There should be refresher courses offered at MPTI for students to maintain acquired skills. They could be evening courses or summer courses. (Pts: 8,3,5) (T: 16) (R: 15)

16. There should be field trips offered in the courses for the Clerk Typist program at West Bend. (XX) (Pts: 2,7,3) (T: 12) (R: 16)

17. There should be a larger seating capacity in the lounge at the West Bend campus. (Pts: 3,1,2,1,1,4) (T: 12) (R: 17)

18. There should be some basic experiments offered in the Human Relations course at West Bend: also, time set aside for observation, as of children. (X) (Pts: 4,5,1,1) (T: 11) (R: 18)

19. There should be a separate room for the TV and one for the lounge at the West Bend campus. Presently, you cannot hear the TV and there is too much noise to study in the library. (X) (Pts: 4,2,4) (T: 10) (R: 19)

20. There should be more electives offered for students in the Secretarial Science program at West Bend. There is too much free time which could be utilized by taking these courses. (Pts: 10) (T: 10) (R: 20)

21. The Typing classroom at West Bend is too cold. The temperature should be raised because your fingers freeze up and you are unable to type. (Pts: 2,1,7) (T: 10) (R: 21)

22. Business Principles should be expanded to a two-semester course for Clerk Typist students as it is an excellent course. (X) (Pts: 6) (T: 6) (R: 22)

23. There should be more machines available in the lab courses for Clerk Typist students. This would enable each student to work on a machine without waiting and therefore gain more experience. (Pts: 4) (T: 4) (R: 23)

24. The orientation period should be eliminated to shorten the school day. Very little is accomplished during this period anyway. (X) (Pts: 3) (T: 3) (R: 24)

25. The school policy should be changed so students do not have to notify their instructors if they will be unable to attend class. (Pts: 1) (T: 1) (R: 25)

CATEGORIZATION
OF
TRANSCRIBED RESPONSES

BUSINESS EDUCATION
DEPARTMENT

Category No. 1
ADDITION OF A COURSE OR PROGRAM

INSTRUCTOR

1. More programs are needed at West Bend, especially for women. Programs could be added in Practical Nursing, Cosmetology, Legal Secretary, Medical Secretary, and health programs such as Dental Hygiene. (R: 1)

EMPLOYER

2. There should be a general Business Math course for Accounting students to learn the basics of Office Math. It seems the students of new Math are getting progressively worse in basic Math. (R: 8)

STUDENT

3. Data Processing Machine Operation should be a two-year program. During the first year the students would study Computer Operation, and during the second year they would study Programming. Also, the students should be able to complete one year and get a diploma. If they decide to go two years they would get a degree. Presently, there is too much for one year. (R: 1)

4. The Computer Science course for Data Processing students should be divided into a Computer Science course and a Unit Record Machine course. (R: 3)

5. There should be more programs for women offered at the West Bend campus. This could include a Practical Nursing program and the second year of the Secretarial Science program. (R: 4)

6. There should be a course in the use of a cash register included in the Clerk Typist program. If not a complete course, include it in the Office Procedures course. (R: 5)

7. There should be a Basic Health course included in the Secretarial Science-Medical curriculum. It could include basic first-aid procedures and the use of office equipment, as the equipment for taking blood pressure. (R: 6)

8. The General Office Math course for Data Processing students should be a two-semester course, not just one semester. The students had three books and only covered one and one-half books. The instructor can't cover all the necessary material in one semester. (R: 7)

9. We need more courses in the Industrial Marketing program. They should include courses containing practical experience. We could devise a product and try to market it. This would be similar to the high school junior achievement program, but on an advanced level. They should also include some type of an apprentice course. (R: 8)

10. The Data Processing students should have a Computer Filing course to cover the material they need to learn. This would replace the Filing course and it should be something based on numerical filing. (R: 9)

11. An additional course in Machine Transcription could be added to the Secretarial Science curriculum to replace a semester of shorthand. (R: 10)

12. There should be a judo or karate course offered at MPTI. (R: 17)

13. Business Principles should be expanded to a two-semester course for Clerk Typist students as it is an excellent course. (R: 22)

GRADUATE

14. Data Processing should be a two-year program. The first year would cover the basics. The second year would be optional, and for doing more work in programming, stressing COBAL and FORTRAN programming. (R: 1)

15. The Accounting program should contain a Typing course, a State Income Tax course, and a Federal and State Employer and Employee Report course. (R: 3)

16. Include a course in General Maintenance of the Systems in the Data Processing program, in which students would learn to make minor repairs and also clean the machine. (R: 3)

17. Offer a separate course in the Data Processing program that would cover and analyze each unit of the Electronic Data Processing (EDP) equipment and what each part of the system is capable of doing. It should cover IBM, NCR, 3M, and Xerox equipment such as discs, tapes, memory, and printers. (R: 5)

18. A course on software routines and what you can do with them should be added to the Data Processing program. (R: 7)

19. MPTI should offer more Math courses for Accounting students. They should be on a college level as most of the Math they presently receive is a repeat of high school math courses. (R: 9)

20. Auditing and Public Speaking should be included as required courses for the Accounting program. (R: 15)

Category No. 2
ADDITIONAL STAFF - MPTI CAMPUS

INSTRUCTOR

1. ....There should be a qualified public relations person.... It should not be the responsibility of the instructors. (R: 4)

2. Need a female counselor. (R: 4)

3. Need a full-time nurse at the MPTI school. (R: 5)

4. Need a part-time counselor with business background.... (R: 7)

5. Need audiovisual staff to deliver and run equipment. (R: 23)

6. Field trips are important, but time consuming, and instructors should have assistance. (R: 24)

STUDENT

7. The Industrial Marketing students would like a motivated instructor to teach Principles of Advertising, Field Study/Internship, Principles of Insurance, and Credit Procedures. (R: 16)

GRADUATE

8. There should be more Data Processing instructors so students can get more individual help. (R: 11)

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

INSTRUCTOR

1. Administration should realize the importance of hiring qualified enough staff in the AVT lab---aides and paraprofessionals are no substitute for instructors---the students are being shortchanged. (R: 7)

2. Department chairmen should help the instructors who they feel are not doing a good job. They should actually help the instructor to correct his deficiencies, not just state the problem and leave it to the instructor to correct. (R: 8)

3. Our district should make a greater effort to be the first to get in and apply for the federal money available to improve the school. There is no reason why we are always the last to apply for this money. (R: 9)

4. Administration should take the responsibility for dismissing chronic absentees. (R: 13)

5. There should not be so many responsibilities for everyone from the instructors on up to the administrators. The instructors are not getting the help they need because these people have too many responsibilities and not enough time to help the instructors as they should. (R: 18)

6. MPTI should develop some guidelines for coordinators to explain what their role is. The West Bend instructors feel that the coordinator's main function should be working to coordinate full-time programs with businesses in the area, not to devote the majority of his efforts to part-time evening courses. This is especially true for the Trade and Industry department. (R: 21)

ADVISORY COMMITTEE

7. The administration of MPTI does not lend support to school organizations. They should recognize and reward organizations such as DECA when they win in state or national competitions or when they receive recognition by the community for their accomplishments. (R: 26)

Category No. 4
ADVISORY COMMITTEES

INSTRUCTOR

1. The advisory committees are not providing the link between the school and business and industry in program organization, job counseling, and setting up cooperative programs. (R: 9)
2. The advisory committee meetings do not allow the members (employers and employees) to do enough talking---department heads and teachers do most of the talking. (R: 18)
3. MPTI should have advisory committee members and employers from area industries come in to help develop all required courses, especially the General Education courses. (R: 23)

ADVISORY COMMITTEE

4. Need a complete orientation for new Fashion Merchandising, Industrial Marketing, and Marketing advisory committee members to let them know their function and their responsibilities---to let them realize why they are there. (R: 1)
5. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should meet once a month from September through May. (R: 3)
6. Advisory committees should be involved in curriculum development. They, as businessmen, are in an excellent position to develop the program. (R: 4)

7. The advisory committee for Secretarial Science and Clerk Typist should be utilized for exposure purposes to the business world. They could provide tours and resources, and they could speak to the classes. (R: 4)

8. The advisory committee is a rubber stamp for the administration. They are not utilized and exist only because of state requirements. (R: 5)

9. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should be involved in developing course objectives and it should be instrumental in evaluating and reviewing the course to see if these objectives are met. (R: 6)

10. Advisory committee members should be notified far enough in advance of meetings and they should be involved in the planning of the agenda. (R: 9)

11. The advisory committee in Fashion Merchandising, Industrial Marketing, and Marketing should have more involvement with the students such as assisting students in the Distributive Education Club of America (DECA) and Wisconsin Office Education Association (WOEA) functions. (R: 9)

12. The Fashion Merchandising, Industrial Marketing, and Marketing advisory committee should be used more as a contact with business and in relaying information to the Technical Institute. (R: 10)

13. There should be cooperation between the high school and the Technical Institute advisory committees. (R: 13)

14. All the advisory committees from MPTI should meet together in order to gather ideas on how other committees function and to share their ideas. This meeting should be in the spring when planning can be done for the fall semester. (R: 14)

15. Advisory committees lose many good members because they feel they are not serving a purpose. (R: 16)

16. If the advisory committees are used effectively they need to meet more than two times a year. (R: 16)

17. Teachers should be more involved with the advisory committees for curriculum development and any problems they have. (R: 17)

18. The MPTI staff should not be allowed to dominate Fashion Merchandising advisory committee meetings as the advisory committee members do not know them well enough to always feel comfortable when giving input at the meetings. (R: 20)

19. The local advisory committees need to supply the state advisory committee with more input in order to assist them in their evaluating function. (R: 21)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

INSTRUCTOR

1. The General Education instructors should work along with the instructors from all programs to develop the General Education classes so they are geared to each specific program. (R: 12)

2. Need better communications between Student Services and instructors on the students' enrollment status and abnormalities, such as seizures and nervous conditions. (R: 13)

3. Separate disciplines within a department to provide better communications. (R: 25)

STUDENT

4. The communications system at MPTI should be improved. Students should be able to receive messages at least fifteen minutes after they arrive at school. This could be accomplished by a more liberal use of the public address system or by having work study students distribute messages to classrooms. (R: 6)

5. There should be a day of orientation for students who begin their program at the West Bend campus in January. They should also receive a copy of the student handbook. (R: 7)

6. Instructors should have a tutorial period where they would be able to give students individual instruction and answer their questions. These hours should be posted. (R: 12)

7. The Practical Nursing students should receive a background on what courses Secretarial Science-Medical students take. Presently, the Secretarial Science-Medical students are looked down upon by the Practical Nursing students. (R: 14)

8. Students should be informed of financial changes at MPTI. This semester the fees increased and nobody was informed of this. The students also should know where their money for activity fees and graduation fees is being spent. (R: 15)

9. Students should be informed if a course they are taking has changed in the amount of credits assigned to it. The number of credits was changed for the Personal Development course and the Secretarial Science students who are taking the course were not informed of this change with enough of an advance notice to make a change in their schedule if they desired to do so. (R: 18)

10. The instructors should inform the bookstore in regard to which books are required for each course. This would prevent students from purchasing books that are not required and having to sell them back as used books without using them. (R: 19)

Category No. 6
COMMUNICATIONS: MPTI WITH BUSINESS and INDUSTRY

INSTRUCTOR

1. MPTI should have advisory committee members and employers from area industries come in to help develop all required courses, especially the General Education courses. (R: 23)

ADVISORY COMMITTEE

2. Employers need to realize that a graduate is not educationally a finished product. They need to devote time to on-the-job training for new employees. (R: 18)
3. Instructors should be involved in student job placement by having communications with the potential employers in their area. (R: 18)

EMPLOYER

4. MPTI should supply employers with the types of tests the instructors have given throughout the program along with the students' results on the tests, as some companies can't test students before hiring them. (R: 6)
5. MPTI should survey area employers as to the type of students they plan to hire, or they should have employers come in and explain to the students what they are expected to do once they are hired. (R: 13)

GRADUATE

6. More employers should be invited to MPTI to speak to students and to see the equipment and the training that students receive. There should be better communication with community businesses. (R: 12)

Category No. 7
DELETION OF A COURSE OR PROGRAM

STUDENT

1. The Communications Improvement 2 course should be dropped from the program as one semester is sufficient. (R: 3)

2. The Filing course for Data Processing students should be dropped. They just need to know the basics, and they can get that in other courses. Also, they don't see the benefit of looking up articles and writing summaries on them. (R: 6)

3. One semester of Fundamentals of Accounting is enough. The students can't understand why they need two semesters of it. (R: 11)

4. One semester of Shorthand, possibly the third, and Typewriting III should be dropped from the Secretarial Science program. (R: 13)

5. The Industrial Marketing program should be revised to accomodate more female students as there are numerous opportunities for women in this field. This could be accomplished by deleting the Technical Drafting course, as women are afraid to take it and therefore enroll in the Marketing program. (R: 18)

GRADUATE

6. The Typing course for Data Processing students should be eliminated if they had a basic typing course in high school. Also, Principles of Accounting and Human Relations should be dropped because Accounting isn't needed and Human Relations is a repeat of the Communications course. (R: 13)

7. The American Institutions course should be dropped from the Accounting curriculum. (R: 14)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

INSTRUCTOR

1. Instructors should receive district time, possibly during summer break, to develop their courses to meet the students' needs. Also, this time could be used to prepare advanced standing tests. (R: 2)

2. Too much red tape, reporting, and meetings---not enough time for job. (R: 10)

3. MPTI should offer a finalized list of the skills required of first- and second-year students, and there should be more well-defined objectives for the course. (R: 11)

4. Instructors need uniformity in attendance policies---need guidelines. (R: 12)

5. MPTI should be on a year-round basis, or a three-quarter system. An instructor should be able to choose how many of the quarters he wishes to teach---whether he wants only two or all three quarters. (R: 13)

6. The district should provide shop coats for shop instructors. (R: 17)

STUDENT

7. The MPTI school name should be changed to Moraine Park College. (R: 3)

8. Students should be able to test out of a section of a course; Secretarial Science students should be able to test out of sections of Typewriting I, Typewriting II, and Typewriting III as these courses are already broken down into sections. (R: 5)

9. The teacher for Medical Dictation and Transcription favors those students who work in the hospital as secretaries and typists. They are excused from class in order to work and the policy should be to schedule working time around class time. (R: 11)

10. There should be a one-half hour lunch period at MPTI with all students having lunch at the same time. This would enable us to leave school one-half hour earlier. (R: 13)

11. The orientation period should be eliminated to shorten the school day. Very little is accomplished during this period anyway. (R: 24)

12. The school policy should be changed so students do not have to notify their instructors if they will be unable to attend class. (R: 25)

GRADUATE

13. MPTI should work on getting credits transferable to colleges for students who want to continue their education. Also, students should be able to transfer credits from one technical institute to another one in a different district. This would be especially helpful for Accounting students. (R: 1)

14. MPTI credits should be transferable to other technical schools. I couldn't get my credits transferred to Fox Valley Technical Institute in Appleton. (R: 10)

Category No. 9
ELECTIVE COURSES

INSTRUCTOR

1. There should be more advanced elective courses for students who are placed in advanced standing. Elective courses could be offered in Legal and Medical Terminology, Management, Technical Drafting and Design. (R: 5)

2. More electives in the Secretarial Science program and others in business.... (R: 6)

3. We are too rigid in our requirements of students---should have more freedom in choosing courses. (R: 10)

4. Should have more elective Accounting courses for the Account Clerk program. (R: 16)

5. Degree students should take Math for Business Analysis and vocational students should take Business Math---they now have a choice and all are rushing to Business Math. (R: 20)

STUDENT

6. Elective courses should be offered at a variety of times and there should be a larger selection for students to choose from. Also, there should be more electives for students in Secretarial Science from outside of the Business Education Department. Math courses should be offered as electives for students who are poor in Math skills. (R: 4)

7. The Typewriting III course should be an elective. Most of it is a review and the sections on legal and medical aspects would be included as part of your training once you are working, as each office has different procedures. (R: 7)

8. The Communication Skills I course should be an elective for Secretarial Science students since most of the material covered is also taught in the other courses for the Secretarial Science program and in high school. This includes grammar, letter writing, footnotes, and similar ideas that we learn in Typing and Shorthand classes. Also, all General Education courses should be electives as we covered much of the same material in high school. (R: 8)

9. There should be more electives for Secretarial Science-Medical students. They could include a Basic Health course and some of the courses required for the Ward Clerk program. (R: 10)

10. There should be more electives offered at the West Bend campus so you can pick up courses when you are placed in advanced standing in your required courses in your program. (R: 10)

11. There should be more electives offered for students in the Secretarial Science program at West Bend. There is too much free time which could be utilized by taking these courses. (R: 20)

GRADUATE

12. There should be more intensified Accounting courses as electives for the Accounting program. The students only cover half of the book in Accounting 3 and Accounting 4, and the rest of the material should be included. Also, students need to learn more about tax forms. (R: 2)

13. A course on Hexadecimal Math should be offered during the second semester as an elective in the Data Processing program. (R: 14)

14. Economics and American Institutions should be elective courses for the Accounting program. (R: 17)

Category No. 10
EXAMINATIONS and GRADING

STUDENT

1. The tests for Data Processing students should be spread out. Presently, there are no tests in the first quarter and all of them are crammed into the second quarter of the semester. (R: 5)

2. ....There should be an hour set aside at the end of each week where the students could meet for a test. (R: 8)

3. All tests for the Data Processing students should be on an equal basis as far as your grade is concerned. The students do not think the present grading system is fair. (R: 13)

Category No. 11
FACILITIES

INSTRUCTOR

1. MPTI should expand their facilities at the West Bend campus. This would include....more shop and classroom space, a larger lounge for the students, more storage space,....a larger and more isolated library, and reading labs. (R: 6)

2. Need facilities....for individualized instruction in courses such as Salesmanship, Credit Procedure and Advertising. (R: 8)

3. Classes in one program, with the exception of General Education, should be at one location. (R: 9)

4. Instructors should have individual offices. (R: 19)

STUDENT

5. MPTI should enlarge the computer room. It is too small for all the students, and they can't see the demonstrations in class. Also, they should have all the equipment in the neighboring rooms. Presently, they are too spread out. (R: 4)

6. The lounge is too crowded. There should be new and separate rooms for games, television, and discussions. Also, we need a new stereo. (R: 10)

7. The student commons is too crowded. The school needs a larger area in which the students can take their lunch break. (R: 12)

8. MPTI should build a gymnasium as the students need a place to exercise. (R: 14)

9. There should be a larger seating capacity in the lounge at the West Bend campus. (R: 17)

10. There should be a separate room for the TV and one for the lounge at the West Bend campus. Presently, you cannot hear the TV and there is too much noise to study in the library. (R: 19)

GRADUATE

11. There should be a larger computer room at MPTI. The present room is too crowded for the amount of equipment. (R: 9)

12. MPTI needs a larger lounge as there is not enough room for all the students. Also, there should be a separate lounge in the Trade and Industry area as students come from shop classes and get grease and oil on all the furniture. (R: 19)

Category No. 13
FOLLOWUP ON GRADUATES

INSTRUCTOR

1. Need a better followup conducted on graduates to determine if we are adequately preparing them for employment. There should be a sample group from each graduating class. (R: 4)

ADVISORY COMMITTEE

2. The instructor should do a followup on graduates in a training-related job to see if they adequately prepared the student for the employers' needs. (R: 19)

Category No. 14
HIGH SCHOOLS: COOPERATION and COORDINATION WITH MPTI

ADVISORY COMMITTEE

1. There should be cooperation between the high school and the Technical Institute advisory committees. (R: 13)

2. High schools in the smaller towns of the Moraine Park District should expand their Clerk Typist and Secretarial preparation programs because employers may not be willing to hire twenty-one and twenty-two year old graduates from the Technical Institutes, as they are pressured to get married and become homemakers. (R: 14)

3. The Technical Institute should work more closely with high school advisory committees to avoid duplication and to understand their curriculum, especially the high school work study program. (R: 15)

4. MPTI needs to have better communication with high school counselors so they, in turn, can inform the students about MPTI. (R: 22)

Category No. 15
INSTRUCTIONAL EQUIPMENT AND MATERIALS

INSTRUCTOR

1. Would like a list available of all audiovisual aids in the district as well as those rented by someone at the UW Center-Fond du Lac. (R: 1)

2. MPTI should expand their facilities at the West Bend campus. This would include more instructional equipment,....more audio-visual equipment, a larger and more isolated library, and reading labs. (R: 6)

3. Need....equipment for individualized instruction in courses such as Salesmanship, Credit Procedure, and Advertising. (R: 8)

4. Would like the Marketing materials such as slides, tapes, films, and periodicals in the Marketing area. (R: 17)

5. Equipment is duplicated in Business Machines---the same equipment is in the classroom as in the AVT lab. (R: 21)

ADVISORY COMMITTEE

6. Students in the Clerk Typist and Secretarial Science programs should be exposed to outdated equipment. (R: 12)

EMPLOYER

7. MPTI should update their equipment, as the 026 card punch machine is practically obsolete. The 129 card punch machine is new and very much in use. Students should learn to operate this machine or at least have some exposure to its operation. (R: 5)

STUDENT

8. MPTI should check with businesses in the area to see what computers they use. This should be used as a basis for determining the kind of machines we use. The students feel they should be using the IBM 360 series---not the 1130 series they are presently using. (R: 2)

9. MPTI should have manual typewriters available in the Typing classroom. (R: 8)

10. The used bookstore should be operated more efficiently. A better procedure could be used. Also, a list of books that are available should be posted. (R: 17)

11. There should be more machines available in the lab courses for Clerk Typist students. This would enable each student to work on a machine without waiting and therefore gain more experience. (R: 23)

GRADUATE

12. There should be a system at MPTI where students could rent their books, and if they are interested after they complete the course they could purchase them. (R: 18)

Category No. 16
INSTRUCTIONAL METHODS OFF CAMPUS

INSTRUCTOR

1. Initiate a structured on-the-job training program in the Marketing and Account Clerk programs. (R: 6)

ADVISORY COMMITTEE

2. Students in Fashion Merchandising, Industrial Marketing, and Marketing need more on-the-job training, particularly in associate degree programs. This should include a minimum of one semester on a part-time basis. (R: 8)

3. Need cooperative programs with employers for work experience. (R: 20)

4. When employers hire students for work study they have to realize that they have a responsibility to teach the student. (R: 23)

EMPLOYER

5. Students should have some type of work experience or an internship program along with the theory that is learned in school. This is especially true due to the short period of time in which students complete programs. (R: 12)

STUDENT

6. A semester should be broken down into one- or two-week periods during which students in the Secretarial Science-Medical program have the opportunity to participate on an observation level in typical settings in which they will be employed in the future. There could be more field trips and tours included in the program. (R: 1)

7. The Data Processing students should go on more field trips to see the different computer operations in the area, and to tour the facilities they will have to work with once they are employed. (R: 8)

8. There should be some type of work experience or on-the-job training included in the Clerk Typist program. (R: 11)

9. The Personal Development course that is an elective for Secretarial Science students was an interesting class, but more could have been accomplished, such as taking field trips to beauty shops and fashion shops. (R: 14)

10. There should be field trips offered in the courses for the Clerk Typist program at West Bend. (R: 16)

11. Most field trips in the Industrial Marketing program do not pertain to what the students want to learn from the program. The Industrial Marketing students enjoy field trips, but would like them to be more beneficial. (R: 20)

GRADUATE

12. Include an internship in the Data Processing program where students can gain experience working in area companies and gain exposure to new equipment not used at MPTI. Also, there should be more field trips to different companies. (R: 2)

Category No. 17
INSTRUCTIONAL METHODS ON CAMPUS

INSTRUCTOR

1. Should have more courses taught by audiovisual and lecture, versus just lecture. (R: 12)

2. Need an opportunity for office simulation and advertising simulation. (R: 15)

3. MPTI should upgrade all courses required for full-time programs to a post high school level. (R: 19)

4. Account Clerk and Clerk Typist students should work together in the office simulation area as in a real job experience. (R: 22)

ADVISORY COMMITTEE

5. MPTI should assist Marketing students in developing a school store. It could be started by means of a loan and operated by students who are being trained in all facets of store management and who earn salaries based on store profits. (R: 19)

STUDENT

6. The Secretarial Science students would like an Office Simulation type of course similar to the Medical Dictation and Transcription course that is required for the Secretarial Science-Medical program. This method of instruction could be used in the Secretarial Procedures course. Also, one semester of the Shorthand course and the Typewriting III course could be combined into an Office Simulation course. This would enable us to get the feel of office dictation rather than teacher dictation. (R: 1)

7. The instructors in Introduction to Data Processing and Introduction to Accounting primarily lecture in their courses for Industrial Marketing students. The courses should be related to the Industrial Marketing students and the material should be presented at a rate these students can comprehend. (R: 2)

8. Audiovisual equipment should be used more in the Industrial Marketing program because it is just sitting and collecting dust. The Industrial Marketing students could give a presentation that is taped and then the tape could be replayed and errors pointed out. (R: 5)

9. The Medical Dictation and Transcription course should be a lab and not a lecture class.... (R: 8)

10. The two Shorthand teachers should work together so that they both use the same methods in teaching their classes. This is especially true in testing the dictation speed of students as both employ a different method. (R: 9)

11. Doctors should be invited to speak in the courses for the Secretarial Science-Medical program as they could inform these students on what is expected of them once they are employed. (R: 12)

12. Speakers should come into Secretarial Science courses and explain ideas such as beauty-aids and budgeting. Also, it would help if businessmen could come in to dictate to us as this would provide a switch from the instructor's dictation. (R: 16)

GRADUATE

13. The Psychology of Human Relations course should be revised so that there are more discussions on the various topics and not as much reading from the textbook.... (R: 13)

14. Employers and employees from different companies should come and speak to the Data Processing students so they know what to expect when they go out to look for a job. (R: 17)

Category No. 18
INSTRUCTOR CERTIFICATION and QUALIFICATION

STUDENT

1. The Industrial Marketing instructor who teaches Principles of Advertising, Field Study/Internship, Principles of Insurance, and Credit Procedures is ten years behind in his method of instruction and the students learn very little from him. He is not organized and he cannot communicate with or control his students. (R: 1)

2. Teachers for the Secretarial Science-Medical program should come from a medical background. Last year the instructors were nurses and they were qualified to answer questions. This year the instructor is learning along with us and is not prepared to answer our questions. (R: 2)

3. The students in the Secretarial Science-Medical program should have a more qualified instructor for the Principles of Health Insurance course. Most students in this class received an "A" due to the lack of graded materials. Also, the class was frequently canceled, there was very little work that was required, and the audiovisual materials were irrelevant to the course. (R: 7)

Category No. 19
INSTRUCTOR IMPROVEMENT: IN-SERVICE AND WORKSHOPS

INSTRUCTOR

1. Need more in-service meetings which are not only scheduled, but conducted. (R: 11)

2. Give instructors an opportunity to discuss job requirements with employers. (R: 14)

3. In-service meetings should not only be informative for the administration, but should help the instructors in their teaching methods. (R: 14)

ADVISORY COMMITTEE

4. Instructors should have summer employment in the area they teach. (R: 11)

Category No. 20
INSTRUCTOR WORK LOAD SCALES, WORK LOAD, and PREPARATION TIME

INSTRUCTOR

1. Teachers need more preparation time for developing course materials and to teach. (R: 1)

2. Teachers should have less preparations to make them more effective. A teacher may teach five different classes and other instructors may teach the same classes, thus duplicating prep time. (R: 2)

3. The teaching work load does not include enough variables, such as the number of consecutive hours of teaching, the number of free hours between classes, the number of preps, etc.---also does not consider the student. (R: 5)

4. ....allow teachers to spend time counseling with students.... (R: 7)

5. The instructors' schedules should include preparation time for apprentice programs. (R: 7)

Category No. 21
JOB COUNSELING, JOB PLACEMENT, and EMPLOYER RECRUITMENT

INSTRUCTOR

1. Need more and progressive counseling on current job opportunities. (R: 8)

ADVISORY COMMITTEE

2. The placement office at MPTI needs to be improved. They send out a brochure but they do not attempt to match graduates with jobs. I have never been sent a girl's qualifications for a job. (R: 3)

3. MPTI should have seminars for third semester students to meet with prospective employers in order to find out what their responsibilities will be and to get a realistic evaluation of what positions are available to them as MPTI graduates. (R: 13)

EMPLOYER

4. MPTI should have a Career Day instead of having each employer come in and take up class time. The employers should come in for a day and students could stop to talk to them during their free time. (R: 11)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

INSTRUCTOR

1. The counseling department needs a better method of placing students in Math class. (R: 2)

2. More attention should be given to individual differences, strengths, and aptitudes of students. (R: 3)

3. There should be a pre-test for Math, English, Speech, reading skills and comprehension, listening, writing, and spelling for all students in all programs to determine if they have the necessary skills to complete their program. If they don't, MPTI should offer a non-credit course to develop these skills before they enter their full-time program. (R: 3)

4. ....sometimes a student is counseled into a program just to fill it up. (R: 7)

5. More counseling help is needed at the West Bend campus. The counselor should have a more regular schedule that both teachers and students can depend on. (R: 10)

6. Need better advance screening for placement---don't place them in a degree program just for head count. (R: 11)

7. MPTI needs to develop and incorporate a screening process, perhaps a test, to inform students as to their ability to receive individualized help. It would also determine if the student has enough remedial skills to complete the program, and if he needs more than one or two years to complete the program. By taking this test students would be able to discover what the program will do for them as individuals. (R: 15)

ADVISORY COMMITTEE

8. MPTI needs a better screening process of students. Too many students are in the wrong programs and someone should advise them of alternatives. The school is required to enroll all students, but they should assist the student in selecting the proper program. When a student is not properly placed, he slows down a class or program. (R: 7)

9. MPTI needs to do more extensive counseling in order to inform the prospective student in the Clerk Typist program of their responsibilities as employees, the expectations of their employer on the job, and their aptitude for the job. This should be used as a screening process. (R: 10)

10. MPTI needs to find out what the going salary is in the various fields in order to give the student a realistic idea of what to expect when employed in a training-related job. (R: 12)

STUDENT

11. A counselor should be available for the students at the West Bend campus at all times and not just three days a week. (R: 1)

12. The counselors should inform new students that there is an advanced standing or testing out process used at MPTI. They also should inform the students of the course content so that they can decide whether or not they want to test out. (R: 2)

GRADUATE

13. There should be more information on what is taught in elective courses. Also students should get more counseling on what electives would benefit them the most. (R: 10)

Category No. 23
OPEN-ENDED CONCEPT and SUPERMARKET

INSTRUCTOR

1. Need more "mini" courses offered as electives for the student who only wants a part of the course---just come into the regular course when the section he wants is taught. (R: 3)

2. MPTI should operate on an open-ended schedule. Students would be able to begin and leave when they obtain what they wanted from the program. All lectures would be audiovisual, and other class times would be set aside for individual instruction. This would allow students to take only the parts of a program they feel would benefit them. If they completed the entire program they would continue to receive a diploma or degree. (R: 14)

3. A student should be able to complete a course when he has met the requirements irregardless of whether it takes him 6, 12, or 30 weeks. (R: 15)

4. MPTI should implement a flexible schedule for the programs at West Bend. Students should be able to continue beyond one or two years if they need extra time. The school should stress achievement and not time. (R: 16)

ADVISORY COMMITTEE

5. Employees should be able to attend the Technical Institute to take one or two courses in order to sharpen their skills. (R: 25)

Category No. 24
PUBLIC RELATIONS

INSTRUCTOR

1. MPTI should do more promotion or public relations for programs at West Bend. There should be a qualified public relations person to do this. It should not be the responsibility of the instructors. (R: 4)

ADVISORY COMMITTEE

2. The Marketing program should do more advertising through the media and through personal contact with the community as they are losing students. They need to sell themselves to the employers and to the taxpayers. (R: 5)

STUDENT

3. MPTI should do more advertising to inform the public on the full-time programs offered at the West Bend campus. (R: 6)

4. MPTI should do more to promote community awareness. There should be more public relations to explain what MPTI has to offer the community, not just a listing of courses that are offered. Also, more advertising needs to be done. (R: 19)

GRADUATE

5. MPTI has a poor community image; students who graduate cannot even receive state aid to further their education. MPTI should do more advertising and this should contain reports on graduates and the positions they have in the community. (R: 4)

6. MPTI looks like a disaster area. They should instill a sense of pride in the students to keep the school clean. A little more school spirit would help. It is bad public relations when visitors come to the school. (R: 20)

Category No. 25
RECRUITMENT OF MPTI STUDENTS

ADVISORY COMMITTEE

1. MPTI should actively recruit students from the high schools other than on Career Days. (R: 15)

STUDENT

2. The counselors from MPTI should attend the high school Career Days. They should develop a slide series describing the West Bend campus and what programs are offered there, including the expenses involved and also the application procedures. (R: 12)

Category No. 26
REFRESHER COURSES and CONTINUING EDUCATION

EMPLOYER

1. MPTI should offer evening courses during a whole semester for area employees to come in and sharpen their skills, especially in Office Machine Operation and Secretarial Skills. The courses should be three nights a week per semester. In many cases employers pay for employees to attend this type of course. (R: 9)

STUDENT

2. There should be refresher courses offered at MPTI for students to maintain acquired skills. They could be evening courses or summer courses. (R: 15)

GRADUATE

3. MPTI should offer refresher courses on Taxes. It should be an evening course that is updated annually as tax forms are continually changing. (R: 8)

4. MPTI should offer refresher courses in card punching and tape punching, and also courses that are updated annually to cover changes in Electronic Data Processing equipment. (R: 15)

Category No. 27
REGISTRATION and SCHEDULING for INSTRUCTORS

STUDENT

1. There should be only one instructor to teach Communication Skills I with a variety of students from each program in each class. This would serve as a common denominator for the students as they would have a common course and instructor for discussion. It would also enable the students to get to know each other. (R: 15)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

INSTRUCTOR

1. More electives....need to be scheduled when the students can take them. (R: 6)

ADVISORY COMMITTEE

2. Class schedules should be arranged to enable students to secure employment. (R: 11)

STUDENT

3. Students should have a say in developing their schedules. They should be able to choose electives and to work them into their schedules so they are not burdened with too many credits in one semester and too few in another. They could also arrange their schedule to allow for blocks of free periods. This would be especially helpful for fourth semester students as they would have more time to seek employment.

4. There should be a variety of students in the General Education courses. This would allow for a better exchange of ideas and for students to get to know other students who are not enrolled in their program. (R: 11)

5. More classes should be scheduled in the morning for Industrial Marketing students to enable them to work part-time during the afternoons. Also, there are too many free periods between classes. We know the schedule can be changed if there is a need. (R: 13)

6. There should be a variety of students in the General Education courses. The Secretarial Science-Medical students only know the same eight students, as they are in class with them all day long. The Medical-Dental Terminology course could be taken with the Practical Nursing students. (R: 13)

GRADUATE

7. The Data Processing program should be limited to six or eight students. If more apply the class should be split into two sections. (R: 8)

8. All of the courses at the UW Center-Fond du Lac should be scheduled at one time, so the students do not have to walk back and forth so often. We cannot use a car as no parking is available. (R: 16)

Category No. 29
REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

INSTRUCTOR

1. MPTI should upgrade all courses required for full-time programs to a post high school level. (R: 19)

2. The Machine Shop portion of the Machine Tooling Technics program and other programs containing shop should be increased to four consecutive hours. (R: 20)

ADVISORY COMMITTEE

3. The technical skills taught in the Clerk Typist and Secretarial Science programs are excellent, but grammar, spelling, and English composition skills are very substandard. (R: 1)

4. Students need a better background in Communication Skills. They have to be able to speak and write properly when they graduate from MPTI, especially if they have not been provided with this background in high school. (R: 2)

5. Students should be taught job responsibility. Just because they have a headache does not mean they do not have to report for work and they should not expect always to go home right when the whistle blows. They need to demonstrate genuine interest in their job. (R: 2)

6. Clerk typists and secretaries should be better prepared to view the big picture when they are working on a project. They should be able to visualize what effect their activities will have on the total project. They should be able to think independently and they need to be involved in their work. (R: 6)

7. Clerk typists should have more basic math and accounting skills for employment as billing clerks and time study clerks. (R: 7)

8. Secretaries and clerk typists need training in office etiquette in areas such as politeness, respect for their employer, and respect for the company they work for. (R: 8)

9. Students should be given a background in interviewing techniques. (R: 17)

10. The Cash Register training course is geared too much toward grocery store registers. It needs to be a more sophisticated type of training. (R: 24)

EMPLOYER

11. Students have a limited exposure in problem solving in areas related to Accounting. They know Accounting, but they can't generalize their knowledge. More problem solving should be stressed in the Accounting program. (R: 1)

12. Instructors should impress upon their students that their work has to be logical, correct, and reasonable, especially in Math and Typing or it isn't acceptable. It seems that students don't think ahead as to what effect their work will have. The students should be more innovative and inquisitive. Possibly this could be impressed upon students through General Education courses, especially Psychology. (R: 2)

13. The scope of the Accounting program is too broad. The program should cover the basics, and once students have mastered the basics they can expand their skills. They are familiar with the different types of Accounting such as Cost Accounting and Managerial Accounting, etc., but these are specialized areas which students will learn on the job. (R: 3)

14. The required time in the Card Punch course for Data Processing students should be lengthened. Twenty-seven hours is not enough time to learn the skill. Students need more practice, and they don't know if they would like this type of job due to the short exposure. This also pertains to teletype operators. (R: 7)

15. Place stronger emphasis on typing and clerical work in the Accounting program. This includes being able to run office machines with speed and accuracy. (R: 10)

STUDENT

16. The instructors in Introduction to Data Processing and Introduction to Accounting primarily lecture in their courses for Industrial Marketing students. The courses should be related to the Industrial Marketing students and the material should be presented at a rate these students can comprehend. (R: 2)

17. The Business Correspondence course and the Communications Improvement 2 course overlap. They should be revised as they both include punctuation, grammar, and letter writing. (R: 2)

18. The Psychology of Human Relations course that is required for Secretarial Science-Medical students should be revised to include the psychology of working with patients. (R: 3)

Category No. 29
Revision of Courses - Change in Course Objectives

19. The course in Medical Ethics-Legal for Secretarial Science-Medical students should deal more with office ethics than with legal questions as this would be more pertinent for the secretaries. (R: 4)

20. The Technical Drafting course should be changed to a course in Blueprint Reading, as this would more closely related to the Industrial Marketing program. (R: 4)

21. The Secretarial Science-Medical students should learn more about the basic secretarial forms so that they would be qualified to work as a regular secretary as well as a medical secretary. This would include punctuation, spelling, and letter forms. It could be part of the Shorthand course. (R: 5)

22. Typewriting should be scheduled at a time when all students are required to be there. You still should be able to work according to your abilities as no requirements would have to be placed on the amount of materials to be completed. (R: 6)

23. The Technical Drafting course for Industrial Marketing students should begin with the basics, such as using a compass and pencil and proceed from there. It is too technical a course. It also should include more blueprint reading. (R: 7)

24. Two-hour labs are a waste of time in the Industrial Marketing program. A one-hour lab would be sufficient for courses such as Technical Drafting I, Marketing Management, Principles of Advertising II, Industrial Sales, and several other courses. The only class which should have a two-hour lab is Manufacturing Processes I. (R: 9)

25. The Typewriting course for Secretarial Science-Medical students should be on a strict time schedule. A certain amount of time and material should be required by the end of each week. Also, there should be some system for checking attendance. (R: 9)

26. Most of the courses in the Clerk Typist program are very basic. They should be thorough and cover the subject in greater detail. (R: 9)

27. In the Card Punching course for the Data Processing students the required assignments are too long. The students feel too much material is required. They should just be required to do enough until they know the methods they are using. (R: 10)

28. The required Secretarial Procedures course and the elective course, Principles of Supervision, cover a majority of the same material. The Secretarial Procedures course should be more specific and teach just what a regular secretary should know. (R: 12)

29. There should be some basic experiments offered in the Human Relations course at West Bend: also, time set aside for observation, as of children. (R: 18)

GRADUATE

30. The Data Processing instructor should explain the new data processing equipment in the courses so students are aware of them when they leave MPTI to work. (R: 4)

31. The Communication Skills course for Accounting students should be revised as presently the student does not learn much in it. It should be more of an English course with grammar, writing, forms, and some literature. (R: 5)

32. The Office Management course for Accounting students should get more involved in office procedures and systems. It should include more than just reading ideas from a textbook. (R: 6)

33. The Unit Record Machines course for Data Processing students should be shortened, possibly to nine weeks, because these machines are not used anymore. The material on unit wiring is not used, but it should be covered briefly. (R: 6)

34. The Office Management, Corporation Finance, and Information Systems courses taught the same material and each had a different viewpoint. They should be revised to avoid this duplication as a student has a difficult time keeping the three viewpoints separate when he is taking a test. (R: 7)

35. The Machine Calculation course in the Accounting program should be longer and include more types of business machines. (R: 11)

36. More work with tape punching, especially magnetic tape, should be included in the Card Punch course for Data Processing students. (R: 12)

37. The Psychology of Human Relations course should be revised so that there are more discussions on the various topics and not as much reading from the textbook. It also should pertain more to the Accounting program. (R: 13)

38. The Communications course should be revised for Data Processing students to be more like a speech course to teach students to work and communicate with people. (R: 16)

39. The Accounting students should have more advanced training in courses that contain computer study. This should include more training in Computer Programming, in the use of the sorter, and on the various designs and forms of programs. (R: 18)

Category No. 30
SCHOOL ACTIVITIES

STUDENT

1. MPTI should offer more group activities involving all students in the evenings and on weekends. This could include more sports events and having all three campuses work together on the Winter Carnival. (R: 14)

Category No. 31
SPECIALIZATION TRAINING

EMPLOYER

1. Data Processing students should specialize in the operation of data processing machines and Accounting students in the operation of accounting machines. (R: 4)

Category No. 32
MISCELLANEOUS

INSTRUCTOR

1. The heat should be more evenly distributed at the West Bend campus. Presently it is too cold to type in the Typing classroom. (R: 22)

STUDENT

2. MPTI should approach the city of Fond du Lac concerning a stop-and-go light on the corner of National Avenue and Johnson Street. It would not have to operate at all times, but is needed especially in the morning. (R: 11)

3. The Typing classroom at West Bend is too cold. The temperature should be raised because your fingers freeze up and you are unable to type. (R: 21)

TRANSCRIBED RESPONSES

HEALTH OCCUPATIONS
DEPARTMENT

INSTRUCTORS - FOND DU LAC

COMPOSITION OF GROUP NO. 1

1. Female, age 43; 2 years as part-time instructor; B.S. degree in Public Health Nursing, 5 graduate credits; 6 years of non-teaching (occupation-related) work experience; 2 years of teaching experience; standard certificate to teach Nursing, Ward Clerk. Member of ANA, WNA, Winnebagoland District Nurses Assoc.

2. Female, age 43; 4½ years employed by MPTI, 1½ years as full-time instructor; B.S. degree in Public Health Nursing, 8 graduate credits in Education; 13 years of non-teaching (occupation-related) work experience; 2 years of teaching experience; provisional certificate to teach Practical Nursing, Nursing Assistant, Medical Secretary. Member of ANA, WNA, WEA, NEA, WAVAE, District Nurses Assoc.

3. Female, age 54; 4 years as full-time instructor; B.S. equivalency in Registered Nursing, 54 credits in Nursing; 13 years of non-teaching (occupation-related) work experience; 4 years of teaching experience; standard certificate to teach Practical Nursing, Operating Room Assistant, Medical Secretary. Member of ANA, WEA, NEA, WNA, WAVAE, Wis. Public Health Assos., Business and Professional Women.

4. Female, age 40; 7 years as full-time instructor; B.S. degree in Nursing Education, 8 graduate credits in Nursing; 4 years of non-teaching (occupation-related) work experience; 13 years of teaching experience; standard certificate to teach Nursing. Member of WEA, NEA.

5. Female, age 41; 3 years as full-time instructor; B.S. degree in Nursing, 7 graduate credits; 17 years of non-teaching (occupation-related) work experience; 3 years of teaching experience; provisional certificate to teach Nursing. Member of NEA, WEA, WAVAE.

RESPONSES OF NOMINAL GROUP NO. 1

1. Clinical work load percents should be increased. At least one hour per day of clinical should be counted as a lecture on the work load percent. The remaining hours should be considered lab instead of shop. (Pts: 10,7,6,7,10) (T: 40) (R: 1)

2. In Health Occupations there is really no distinction between lab and lecture and there should be no differentiation on the percentage scale. (Pts: 8,9,10) (T: 27) (R: 2)

3. Need better control of audiovisual equipment in the library or duplicate supplies for outlying school areas.
(Pts: 4,10,6) (T: 20) (R: 3)

4. Increase Nutrition from 18 to 36 hours and have a separate course on the Pharmachology and Administration of Drugs. (X)
(Pts: 10,9) (T: 19) (R: 4)

5. Clinical hours should be scheduled during the day and the department chairman should take a stand on this.
(Pts: 8,9) (T: 17) (R: 5)

6. Clinical sites in Practical Nursing should be dropped when the facilities are not conducive to meeting the objectives of the clinical experience. Politics should not be an issue when locating sites. (Pts: 1,3,5,8) (T: 17) (R: 6)

7. Too many courses are crammed into the first semester of the Practical Nursing program. (X) (Pts: 9,7) (T: 16) (R: 7)

8. Need to educate employers through the program advisory committee and in-service on the limitations of the practical nurse and ward clerk. (Pts: 3,8) (T: 11) (R: 8)

9. Need a better control of equipment and supplies in the nursing lab. All programs should be responsible for their own cleaning up. (X) (Pts: 9,2) (T: 11) (R: 9)

10. Need more control by the nursing staff of student selection.
(Pts: 5,3) (T: 10) (R: 10)

11. Should have additional school counselors for dealing with personal counseling. (Pts: 4,5) (T: 9) (R: 11)

12. Need a better attitude among some agency employees regarding field experience. (Pts: 1,7) (T: 8) (R: 12)

13. Practical Nursing instructors should not be required to teach in other programs. (X) (Pts: 8) (T: 8) (R: 13)

14. The nursing lab is inadequate in space and facilities, such as sinks and cabinet space. (Pts: 1,6) (T: 7) (R: 14)

15. The Obstetrics clinical should be returned to 100 hours. Sixty hours does not allow enough time to meet the objectives.
(Pts: 7) (T: 7) (R: 15)

16. Need more preparation time for classes you have never taught before and for summer classes. (X) (Pts: 6) (T: 6) (R: 16)

17. Students should not be slotted into a course after a semester has started. (Pts: 2,2,2) (T: 6) (R: 17)

18. Need smaller clinical groups and class ratio.
(Pts: 6) (T: 6) (R: 18)

19. Need an audiovisual lab for Health Occupations separate from the present lab to accommodate individualized instruction. (Pts: 1,4) (T: 5) (R: 19)

20. If time is available from the basic Nursing course, it is suggested that the time be used for Microbiology and Community Health. (Pts: 5) (T: 5) (R: 20)

21. Should eliminate night courses for advance credit in Nursing unless they are taught by a Practical Nursing instructor and an approved course outline is used. (Pts: 5) (T: 5) (R: 21)

22. Class enrollment will be too large for accommodations. (X) (Pts: 4) (T: 4) (R: 22)

23. Need better communications between the Health Occupations coordinator and agencies, prior to beginning a program. (Pts: 4) (T: 4) (R: 23)

24. Need in-service on Health Occupations for MPTI admittance personnel. (Pts: 3) (T: 3) (R: 24)

25. Nursing is branching out too rapidly before adequate instructor help is hired. Need additional part-time staff for supervising clinicals in outlying areas. (X) (Pts: 3) (T: 3) (R: 25)

26. Schedules and hours should be more consistent for instructors and students---there are too many daily changes. (Pts: 1) (T: 1) (R: 1)

27. Should be a school health plan so the Nursing staff does not have to get involved when a student or staff person is sick or injured. (No Points) (R: 27)

28. No jobs on the day shift are available in the Fond du Lac area for graduates in the Practical Nursing program. (No Points) (R: 28)

29. Would like individual classrooms for Health Occupations. (No Points) (R: 29)

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ADVISORY COMMITTEE - OPERATING ROOM ASSISTANT

COMPOSITION OF GROUP NO. 1

1. Male, age 33: served 1 semester on advisory committee; an employer in Winnebago county; the company employs 5 operating room assistants, 4 of whom are MPTI Operating Room Assistant graduates.

2. Male, age 42; served 1 semester on advisory committee; an employer in Fond du Lac county; the company employs 1 operating room assistant, who is an MPTI graduate of the Operating Room Assistant program.

3. Male, age 63; served 6 semesters on advisory committee; an employer in Winnebago county; the company employs 6 operating room assistants, 4 of whom are MPTI Operating Room Assistant graduates.

4. Female, 42; served 6 semesters on advisory committee; an employer in Dodge county; the company employs 3 operaing room assistants, 1 of whom is an MPTI Operating Room graduate.

RESPONSES OF NOMINAL GROUP NO. 1

1. The MPTI policy of accepting all applicants for a program in chronological order should be waived in the Health Occupations programs as it is very important for qualified students to enter the field of health. (XX) (Pts: 10,10,10,10) (T: 40) (R: 1)

2. There should be a realistic appraisal of the Operating Room Assistant job market in order to determine how many persons should be recruited for the Operating Room Assistant program. This would avoid flooding the job market. (Pts: 3,8,9,4) (T: 24) (R: 2)

3. There should be more closed meetings for the Operating Room Assistant advisory committee as this would allow the members a chance to express their ideas concerning the program. They should not be outnumbered by MPTI staff and instructors. Presently, there are too many people at the advisory committee meetings for constructive communication. (Pts: 5,9,2,8) (T: 24) (R: 3)

4. There should be a better screening process of applicants for the Operating Room Assistant program as there are students completing the program who do not belong there. (Pts: 8,6,3,6) (T: 23) (R: 4)

5. There should be more active recruitment of students in the Operating Room Assistant program in order that more students apply and there could be an elimination of those not qualified; the Operating Room Assistant graduate would then be a higher quality product. (Pts: 2,7,6,7) (T: 22) (R: 5)

6. Operating Room Assistant students should be familiarized with where they fit in the operating room suite and also they should be aware of what type of salary to expect upon graduation. (Pts: 6,4,7,5) (T: 22) (R: 6)

7. The Operating Room Assistant advisory committee should receive an orientation and some type of continued communication as to what is happening with the Operating Room Assistant program between advisory committee meetings. If they were more knowledgeable they could furnish more input to benefit the program. This should also include advisory committee members from outside of the Fond du Lac area, as from Oshkosh. (Pts: 9,1,8,2) (T: 20) (R: 7)

8. There should be some type of probation and also a screening out process for the student who has enrolled in the Operating Room Assistant program but who will not be successful on the job once graduated. (Pts: 7,5,5,3) (T: 20) (R: 8)

9. There should be a personnel person on the Operating Room Assistant advisory committee. (Pts: 4,3,4,9) (T: 20) (R: 9)

10. The Operating Room Assistant advisory committee has taken on a passive role. They are rubber-stamping the administration. (Pts: 1,2,1,1) (T: 5) (R: 10)

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STUDENTS - OPERATING ROOM ASSISTANT

COMPOSITION OF GROUP NO. 1

1. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

2. Female, age 42; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

3. Female, age 19; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

4. Female, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend and an MPTI student.

5. Female, age 21; has completed 1 semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by an MPTI staff member.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Operating Room Assistant program should be longer---possibly a full year instead of just nine months. (XX) (Pts: 10,10,10,8,1) (T: 39) (R: 1)

2. Fundamentals of Human Relations and Personal and Vocational Relationships should be incorporated into one course for Operating Room Assistant students. Both courses have some good ideas, but most of the class is a waste of time because both cover the same material, such as alcoholism and drug abuse. (Pts: 6,4,7,9,10) (T: 36) (R: 2)

3. Class time should be lengthened in the Body Structure and Function course for Operating Room Assistant students. The instructor is pushed for time and rushes through the material too fast. There should be more time per week---not a longer class period. (Pts: 8,3,9,6,5) (T: 31) (R: 3)

4. The Operating Room Assistant students would like to get more out of the Introduction to Functional Bacteriology class. There should be more labs for the course, and also a regular textbook to go along with the workbook. The class also should pertain more to the Operating Room Assistant program and not to the Practical Nursing program. (Pts: 9,6,8,2,4) (T: 29) (R: 4)

5. MPTI recruits 15 students for the Operating Room Assistant program and only has room to place 12 in the hospital for Supervised Clinical Procedures. They expect students to drop out of the program, and it puts a lot of pressure on students to drop out. (Pts: 3,5,3,10,8) (T: 29) (R: 5)

6. There is too much time between classes for Operating Room Assistant students. They should be closer together, and preferably earlier in the day. (Pts: 9,1,7,7) (T: 24) (R: 6)

7. The Fundamentals of Human Relations course should be revised. The instructor should use better teaching methods such as audiovisual aids, and should have the material pertain more to the Operating Room Assistant program. (XX) (Pts: 5,8,4,4,2) (T: 23) (R: 7)

8. The Operating Room Procedures class for the Operating Room Assistant students should be held in a larger classroom. There should be some type of balcony or platform around the room so the students can observe the procedures taking place. Presently, it is too crowded for all the students to see the demonstrations. (Pts: 2,1,5,5,9) (T: 22) (R: 8)

9. The Emergency Medical Care course for Operating Room Assistant students should be shortened to one hour a week for one quarter. (Pts: 4,6,3,6) (T: 19) (R: 9)

10. The Operating Room Assistant students would like a Communication Skills class in which they would learn to communicate with patients and other people in a hospital setting. (Pts: 7,7) (T: 14) (R: 10)

11. The Operating Room Assistant program should begin in September instead of January. (Pts: 1,2,2,1,3) (T: 9) (R: 11)

STUDENTS - WARD CLERK

COMPOSITION OF GROUP NO. 1

1. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by the employment office.
2. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
3. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
4. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.
5. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.
6. Female, age 18; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Ward Clerk program should be lengthened to two semesters. If we had more time we could observe more often in the hospitals. (XXXX) (Pts: 9,9,10,10,10) (T: 48) (R: 1)
2. The Basic Health and Medical Terminology course should not go into depth on body structure and systems but it should go into more detail on medical terms. (XX) (Pts: 10,7,8,9) (T: 34) (R: 2)
3. There should be more lab classes so that we receive some experience before entering into the hospitals for clinical. (Pts: 8,8,5,8) (T: 29) (R: 3)
4. The Fundamentals of Human Relations course should be revised so that it is geared toward the hospital. (Pts: 6,6,7,6) (T: 25) (R: 4)
5. There should be better organization for admission into the Ward Clerk program. I went to a doctor for a number of shots that I was informed were necessary to get into the program. They cost me a lot of money. When I came to school I found out that some students received a letter saying that they needed the shots and some students didn't receive this letter. (Pts: 10,6,2) (T: 18) (R: 15)

6. There should be more tours of the larger hospitals as those in Milwaukee and Madison. We are only familiarized with St. Agnes Hospital and all of us will not be employed there. (Pts: 5,7,5) (T: 17) (R: 6)

7. Classes should be limited to one hour even if the program needs to be lengthened. It is very difficult and monotonous to pay attention in two-hour classes all day long. (Pts: 4,6,5) (T: 15) (R: 7)

8. There should be more than one instructor for the Ward Clerk program. If you do not get along with the one instructor and she grades you for all of your classes you will have a slim chance of completing the program. (X) (Pts: 4,3,7) (T: 14) (R: 8)

9. Dorms should be built as it is difficult finding a place to stay in town. Also, we only get to know students who are in our class. (Pts: 1,1,9,3) (T: 14) (R: 9)

10. We receive little reply to our letters of application to MPTI. Some students just get a note saying they were accepted and receive no further reply, while other students get an immediate reply and even a personal interview. There should be better communications with potential students. (Pts: 8,5) (T: 13) (R: 10)

11. MPTI sends you an estimate on what the Ward Clerk program will cost. Then they tell you to buy your uniform and materials from a particular store by a certain date. This store happens to be expensive and the cost is more than the estimate. (Pts: 7,4) (T: 11) (R: 11)

12. We were not informed ahead of time that we would need to provide transportation for our clinical experience in hospitals in outlying areas. The rule should be changed so that you can take clinical in any hospital that is convenient for you. (Pts: 7,4) (T: 11) (R: 12)

13. A general spelling test should be included as part of the screening process for the Ward Clerk program. (Pts: 9) (T: 9) (R: 13)

14. There should be a variety of students in the Communications course; not all female Ward Clerk students as it is monotonous being with the same people all the time. (X) (Pts: 2,2,3) (T: 7) (R: 14)

15. MPTI did not screen well enough for the Typing course. I had typing in high school and could type 65 words per minute, but I was placed in the beginning Typing class. (Pts: 4) (T: 4) (R: 15)

16. Should have a shuttle bus between MPTI and the UW Center-Fond du Lac. (Pts: 2,2) (T: 4) (R: 16)

17. The scheduling for classrooms is too crowded as we get to a scheduled room and there already is a class in progress. We then have to be shuffled around to different classrooms. (Pts: 1) (T: 1) (R: 17)

18. The brochure with explanations of the programs that is sent to the high schools does not adequately describe the program. When I entered the Ward Clerk program I found it to be entirely different from my conception of it from the brochure. (Pts: 1) (T: 1) (R: 18)

19. The Fundamentals of Human Relations course should be dropped from the curriculum, especially if we had it in high school. (XX) (No Points) (R: 19)

20. The schedule is too crowded as we have to spend too much time on school work and we do not have time for a job. (No Points) (R: 20)

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STUDENTS - PRACTICAL NURSING

COMPOSITION OF GROUP NO. 1

1. Female, age 20; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

2. Female, age 31; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

3. Female, age 33; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

4. Female, age 46; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

RESPONSES OF NOMINAL GROUP NO. 1

1. There should be an evaluation of the Practical Nursing students by their instructors halfway through the clinical courses and also one at the end. It would show if there is improvement on the part of the student. (Pts: 10,8,7,10) (T: 35) (R: 1)

2. Practical Nursing students should do more surgical prep work in the Basic Nursing course, and more basic procedures such as clinitests, irrigations, and admission procedures. (Pts: 8,10,6,9) (T: 33) (R: 2)

3. Students should have to go through the Nursing Assistant program before entering the Practical Nursing program, or have prior work experience. This would enable them to learn the basics ahead of time so time isn't wasted in class. (Pts: 9,3,8,8) (T: 28) (R: 3)

4. Should have a medications class included in the Practical Nursing program---not after graduation. It could be in place of Fundamentals of Human Relations. (Pts: 7,10,3) (T: 20) (R: 4)

5. There should be a first aid course at the beginning of the Practical Nursing program. It should include bandaging. (X) (Pts: 6,2,9,2) (T: 19) (R: 5)

6. Drop Fundamentals of Human Relations for the Practical Nursing program and include the material in the Care of the Mentally Ill-Clinical course. (Pts: 4,5,6) (T: 15) (R: 6)

7. Need more equipment in the Practical Nursing lab, especially dummies and blood pressure cuffs for peds. (Pts: 5,3,7) (T: 15) (R: 7)

8. MPTI should try to set up a system where Practical Nursing students can make up work they have missed for legitimate reasons during clinical so they can graduate with the rest of the class. (Pts: 2,6,5) (T: 13) (R: 8)

9. Instructors should be firm in their decisions. Classroom attendance should be considered in the student's grade, and when a student misses a test she should have to make it up in her next class day. Instructors should have the same policy for everyone with no exceptions. (Pts: 3,9) (T: 12) (R: 9)

10. Should have another Practical Nursing instructor to help the regular instructors. (Pts: 7,4) (T: 11) (R: 10)

11. Too much busy work is required in the Principles of Nutrition course. The Practical Nursing students should work together, not by themselves, in a required course in order to better understand what is expected of them. (Pts: 4,4) (T: 8) (R: 11)

12. The Practical Nursing lab is not set up to accommodate all of the students, so there should be some type of classroom work for the students not in the lab to constructively use the time. (Pts: 5,2) (T: 7) (R: 12)

13. Should have pant suits instead of dresses for Practical Nursing students. Leave the decision to the students. (Pts: 1,1,1) (T: 3) (R: 13)

14. Schedule classroom work for Practical Nursing students at the same time as the clinical so the two courses coincide. (Pts: 1) (T: 1) (R: 14)

15. Practical Nursing students should not have to wear a uniform at Winnebago State Hospital. They should wear street clothes as they fit in better. The Winnebago staff agrees with us. (XX) (No Points) (R: 15)

16. Should have a certified nursing home in Fond du Lac for Practical Nursing clinicals so students do not have to travel to Cedar Lake in West Bend. (No Points) (R: 16)

17. MPTI should pay for meals at Cedar Lake. (No Points) (R: 17)

18. If Fundamentals of Human Relations is included with the Care of the Mentally Ill-Clinical course for Practical Nursing students, then psychology material should be incorporated in the Communications for Health Occupations course. There should be more freedom in the Communications for Health Occupations course to contain basic psychology. (No Points) (R: 18)

19. Practical Nursing students should have more theory before being assigned to a patient at Winnebago State Hospital. (No Points) (R: 19)

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GRADUATES - PRACTICAL NURSING

COMPOSITION OF GROUP NO. 1

1. Female, age 39; attended MPTI-Fond du Lac; graduated August, 1971; presently employed in a training-related job in Fond du Lac county.
2. Female, age 49; attended MPTI-Fond du Lac; graduated January, 1972; presently employed in a training-related job in Fond du Lac county.
3. Female, age 45; attended MPTI-Fond du Lac; graduated August, 1971; presently employed in a training-related job in Fond du Lac county.
4. Female, age 22; attended MPTI-Fond du Lac; graduated January, 1972; presently employed in a training-related job in Fond du Lac county.
5. Female, age 22; attended MPTI-Fond du Lac; graduated January, 1972; presently employed in a training-related job in Fond du Lac county.
6. Female, age 57; attended MPTI-Fond du Lac; graduated September, 1972; presently employed in a training-related job in Fond du Lac county.
7. Female, age 22; attended MPTI-Fond du Lac; graduated January, 1972; presently employed in a training-related job in Fond du Lac county.
8. Female, age 39; attended MPTI-Fond du Lac; graduated August, 1971; presently employed in a training-related job in Fond du Lac county.

RESPONSES OF NOMINAL GROUP NO. 1

1. Practical Nursing students should learn how to use equipment such as oxygen tanks, resuscitators, suction machines, and other types of emergency equipment. They also should learn various types of emergency procedures and not only those employed by St. Agnes Hospital. (XX) (Pts: 10,7,10,7,10,8,10) (T: 62) (R: 1)

2. The Medication course for Practical Nursing students should be revised. It should be more informative and extensive in the types of medication and it should include the side effects of the medicine and the various groups of medicines. This also includes the post-graduate course for licensed practical nurses in the field. (XXXXXX) (Pts: 9,8,1,8,5,10,8,2) (T: 51) (R: 2)

3. The Practical Nursing students do not receive enough clinical experience because there are too many students assigned to each instructor. Therefore, each student did not have the opportunity to perform the required tasks and did not gain experience. (X) (Pts: 4,10,8,8,9,10) (T: 49) (R: 3)

4. The Practical Nursing program should be lengthened to a two-year program as too much material is condensed into the present program. Too much time is spent on theory and therefore there is not enough time for clinical experience. (Pts: 1,5,4,9,9,3,2,9) (T: 42) (R: 4)

5. Refresher courses should be offered annually for Practical Nurse graduates, not only for registered nurses. They could include updated procedures in the area of nutrition and could serve as a place where practical nurses can receive answers to questions relating to their job. Also, it is a state requirement that nurses attend this type of course and there is no place in the area where they can get it. (X) (Pts: 3,9,6,2,7,4,8) (T: 39) (R: 5)

6. The Principles of Nutrition course for Practical Nursing students should be revised as all that was required was the memorization of terms. It should include the types of diets for patients with different diseases and also vitamins and minerals and their effects. (XXX) (Pts: 5,6,2,4,6,5) (T: 28) (R: 6)

7. Students in Practical Nursing should be able to specialize in areas such as Psychiatrics and Intensive Care Units. (X) (Pts: 5,9,7,6) (T: 27) (R: 7)

8. The Practical Nursing program should stress the tests for and signs of diabetes in the section where they explain the endocrine system. This is especially helpful for those who will be employed in nursing home settings. (Pts: 6,10,7) (T: 23) (R: 8)

9. There should be a strict adherence to course requirements for Practical Nursing students. The students should have to complete all of the requirements before graduating from the program. Students from other LPN programs receive better training than those from MPTI. (Pts: 8,4,3,1,4,1) (T: 21) (R: 9)

10. The screening process for Practical Nursing students should contain physical, psychological, and emotional testing. The students also should be asked to step out of the program if the instructor knows that the student will not be successful after some practical experience early in the program. (Pts: 6,1,1,6,5) (T: 19) (R: 10)

11. The Practical Nursing program should include more information on charting and on medical terms and their spelling. (Pts: 3,9,7) (T: 19) (R: 11)

12. There should be better relationships and increased communications between the Practical Nursing instructors and hospital employees. The instructors for both practical nurses and nurses aides should be more familiar with the hospital and its methods. (X) (Pts: 7,2,3,3) (T: 15) (R: 12)

13. The Practical Nursing program should be updated and teach new procedures such as subcutaneous feeding. (Pts: 7,4) (T: 11) (R: 13)

14. The Communications for Health Occupations course should be dropped for Practical Nursing students. If a student does not know how to talk on a telephone or with people before entering the Practical Nursing program she will not be successful as a nurse and the course will be of no benefit to her. (X) (Pts: 1,5,3) (T: 9) (R: 14)

15. The clinical experience at Winnebago State Hospital should be on an elective basis. It is not necessary for all the Practical Nursing students, and the time could be put to a more beneficial use. (Pts: 2,6) (T: 8) (R: 15)

16. Students in the Practical Nursing program should receive more instruction on the care of a mentally retarded patient in a nursing home setting. (Pts: 3,5) (T: 8) (R: 16)

17. Too many students from different schools such as Marian College, Mercy Medical Center, the UW Center-Fond du Lac, and MPTI use the same facilities for their clinical courses. There should be a separate location for each of these schools so that everyone has the opportunity to gain experience. (Pts: 2,4) (T: 6) (R: 17)

18. Students in the Practical Nursing program should be reprimanded if they are not clean and presentable in appearance. (Pts: 2) (T: 2) (R: 18)

19. Public Health or Community Nursing should be dropped from the Practical Nursing curriculum since most practical nurses have no need for it. (Pts: 1) (T: 1) (R: 19)

CATEGORIZATION

OF

TRANSCRIBED RESPONSES

HEALTH OCCUPATIONS

DEPARTMENT

Category No. 1
ADDITION OF A COURSE OR PROGRAM

INSTRUCTOR

1. ....have a separate course on the Pharmachology and Administration of Drugs. (R: 4)

2. If time is available from the basic Nursing course, it is suggested that the time be used for Microbiology and Community Health. (R: 20)

STUDENT

3. The Ward Clerk program should be lengthened to two semesters. If we had more time we could observe more often in the hospitals. (R: 1)

4. The Operating Room Assistant program should be longer---possibly a full year instead of just nine months. (R: 1)

5. Should have a Medications class included in the Practical Nursing program---not after graduation. It could be in place of Fundamentals of Human Relations. (R: 4)

6. There should be a first aid course at the beginning of the Practical Nursing program. It should include bandaging. (R: 5)

7. The Operating Room Assistant students would like a Communication Skills class in which they would learn to communicate with patients and other people in a hospital setting. (R: 10)

GRADUATE

8. The Practical Nursing program should be lengthened to a two-year program as too much material is condensed into the present program. Too much time is spent on theory and therefore there is not enough time for clinical experience. (R: 4)

Category No. 2
ADDITIONAL STAFF - MPTI CAMPUS

INSTRUCTOR

1. Should have additional school counselors for dealing with personal counseling. (R: 11)

2. Nursing is branching out too rapidly before adequate instructor help is hired. Need additional part-time staff for supervising clinicals in outlying areas. (R: 25)

3. Should be a school health plan so the nursing staff does not have to get involved when a student or staff person is sick or injured. (R: 27)

STUDENT

4. There should be more than one instructor for the Ward Clerk program. If you do not get along with the one instructor and she grades you for all of your classes you will have a slim chance of completing the program. (R: 8)

5. Should have another Practical Nursing instructor to help the regular instructors. (R: 10)

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

INSTRUCTOR

1. Clinical hours should be scheduled during the day and the department chairman should take a stand on this. (R: 5)

2. Need better communications between the Health Occupations coordinator and agencies, prior to beginning a program. (R: 23)

Category No. 4
ADVISORY COMMITTEES

INSTRUCTOR

1. Need to educate employers of the limitations of the Practical Nurse and Ward Clerk by the program advisory committee and in-service. (R: 8)

ADVISORY COMMITTEE

2. There should be more closed meetings for the Operating Room Assistant advisory committee as this would allow the members a chance to express their ideas concerning the program. They should not be outnumbered by MPTI staff and instructors. Presently, there are too many people at the advisory committee meetings for constructive communication. (R: 3)

3. The Operating Room Assistant advisory committee should receive an orientation and some type of continued communication as to what is happening with the Operating Room Assistant program between advisory committee meetings. If they were more knowledgeable they could furnish more input to benefit the program. This should also include advisory committee members from outside of the Fond du Lac area, as from Oshkosh. (R: 7)

4. There should be a personnel person on the Operating Room Assistant advisory committee. (R: 9)

5. The Operating Room Assistant advisory committee has taken on a passive role. They are rubber-stamping the administration. (R: 10)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

STUDENT

1. There should be better organization for admission into the Ward Clerk program. I went to a doctor for a number of shots that I was informed were necessary to get into the program. They cost me a lot of money. When I came to school I found out that some students received a letter saying that they needed the shots and some students didn't receive the letter. (R: 5)

Category No. 6
COMMUNICATIONS: MPTI WITH BUSINESS and INDUSTRY

INSTRUCTOR

1. Need to educate employers of the limitations of the Practical Nurse and Ward Clerk by the program advisory committee and in-service. (R: 8)

2. Need a better attitude among some agency employees regarding field experience. (R: 12)

GRADUATE

3. There should be better relationships and increased communications between the Practical Nursing instructors and hospital employees. The instructors for both practical nurses and nurses aides should be more familiar with the hospital and its methods. (R: 12)

Category No. 7
DELETION OF A COURSE OR PROGRAM

STUDENT

1. Fundamentals of Human Relations and Personal and Vocational Relationships should be incorporated into one course for Operating Room Assistant students. Both courses have some good ideas, but most of the class is a waste of time because both cover the same material, such as alcoholism, and drug abuse. (R: 2)

2. Drop Fundamentals of Human Relations for the Practical Nursing program and include the material in the Care of the Mentally Ill-Clinical course. (R: 6)

3. The Fundamentals of Human Relations course should be dropped from the curriculum, especially if we had it in high school. (R: 19)

GRADUATE

4. The Communications for Health Occupations course should be dropped for Practical Nursing students. If a student does not know how to talk on a telephone or with people before entering the Practical Nursing program she will not be successful as a nurse and the course will be of no benefit to her. (R: 14)

5. Public Health or Community Nursing should be dropped from the Practical Nursing curriculum since most practical nurses have no need for it. (R: 19)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

INSTRUCTOR

1. ....Politics should not be an issue when locating sites. (R: 6)

2. Need more control by the nursing staff of student selection. (R: 10)

3. Students should not be slotted into a course after a semester has started. (R: 17)

4. Should eliminate night courses for advance credit in Nursing unless they are taught by a Practical Nursing instructor and an approved course outline is used. (R: 21)

ADVISORY COMMITTEE

5. The MPTI policy of accepting all applicants for a program in chronological order should be waived in the Health Occupations programs as it is very important for qualified students to enter the field of health. (R: 1)

STUDENT

6. Students should have to go through the Nursing Assistant program before entering the Practical Nursing program, or have prior work experience. This would enable them to learn the basics ahead of time so time isn't wasted in class. (R: 3)

7. Classes should be limited to one hour even if the program needs to be lengthened. It is very difficult and monotonous to pay attention in two-hour classes all day long. (R: 7)

8. Instructors should be firm in their decisions. Classroom attendance should be considered in the student's grade, and when a student misses a test she should have to make it up in her next class day. Instructors should have the same policy for everyone with no exceptions. (R: 9)

9. The Operating Room Assistant program should begin in September instead of in January. (R: 11)

10. We were not informed ahead of time that we would need to provide transportation for our clinical experience in hospitals in outlying areas. The rule should be changed so that you can take clinical in any hospital that is convenient for you. (R: 12)

11. Should have pant suits instead of dresses for Practical Nursing students. Leave the decision to the students. (R: 13)

12. Practical Nursing students should not have to wear a uniform at Winnebago State Hospital. They should wear street clothes as they fit in better. The Winnebago staff agrees with us. (R: 15)

13. MPTI should pay for meals at Cedar Lake. (R: 17)

GRADUATE

14. There should be a strict adherence to course requirements for Practical Nursing students. The students should have to complete all of the requirements before graduating from the program. Students from other LPN programs receive better training than those from MPTI. (R: 9)

15. Students in the Practical Nursing program should be reprimanded if they are not clean and presentable in appearance. (R: 18)

Category No. 9
ELECTIVE COURSES

GRADUATE

1. The clinical experience at Winnebago State Hospital should be on an elective basis. It is not necessary for all the Practical Nursing students, and the time could be put to a more beneficial use. (R: 15)

Category No. 10
EXAMINATIONS and GRADING

STUDENT

1. There should be an evaluation of the Practical Nursing students by their instructors halfway through the clinical courses and also one at the end. It would show if there is improvement on the part of the students. (R: 1)

Category No. 11
FACILITIES

INSTRUCTOR

1. Clinical sites in Practical Nursing should be dropped when the facilities are not conducive to meeting the objectives of the clinical experience.... (R: 6)
2. The nursing lab is inadequate in space and facilities, such as sinks and cabinet space. (R: 14)
3. Need an audiovisual lab for Health Occupations separate from the present lab to accommodate individualized instruction. (R: 19)
4. Would like individual classrooms for Health Occupations. (R: 29)

STUDENT

5. The Operating Room Procedures class for the Operating Room Assistant students should be held in a larger classroom. There should be some type of balcony or platform around the room so the students can observe the procedures taking place. Presently, it is too crowded for all the students to see the demonstrations. (R: 8)

6. Dorms should be built as it is difficult finding a place to stay in town. Also, we only get to know students who are in our class. (R: 9)

7. Should have a shuttle bus between MPTI and the UW Center-Fond du Lac. (R: 16)

8. Should have a certified nursing home in Fond du Lac for Practical Nursing clinicals so students do not have to travel to Cedar Lake in West Bend. (R: 16)

GRADUATE

9. Too many students from different schools such as Marian College, Mercy Medical Center, the UW Center-Fond du Lac, and MPTI use the same facilities for their clinical courses. There should be a separate location for each of these schools so that everyone has the opportunity to gain experience. (R: 17)

Category No. 15
INSTRUCTIONAL EQUIPMENT and MATERIALS

INSTRUCTOR

1. Need better control of audiovisual equipment in the library or duplicate supplies for outlying school areas. (R: 3)

2. Need a better control of equipment and supplies in the nursing lab. All programs should be responsible for their own cleaning up. (R: 9)

STUDENT

3. The Operating Room Assistant students would like to get more out of the Introduction to Functional Bacteriology class. There should be more labs for the course, and also a regular textbook to go along with the workbook.... (R: 4)

4. Need more equipment in the Practical Nursing lab, especially dummies and blood pressure cuffs for peds. (R: 7)

Category No. 16
INSTRUCTIONAL METHODS OFF CAMPUS

INSTRUCTOR

1. Need a better attitude among some agency employees regarding field experience. (R: 12)

STUDENT

2. There should be an evaluation of the Practical Nursing students by their instructors halway through the clinical courses and also one at the end. It would show if there is improvement on the part of the students. (R: 1)

3. There should be more tours of the larger hospitals as those in Milwaukee and Madison. We are only familiarized with St. Agnes Hospital and all of us will not be employed there. (R: 6)

GRADUATE

4. The Practical Nursing students do not receive enough clinical experience because there are too many students assigned to each instructor. Therefore, each student did not have the opportunity to perform the required tasks and did not gain experience. (R: 3)

Category No. 17
INSTRUCTIONAL METHODS ON CAMPUS

STUDENT

1. There should be more lab classes so that we receive some experience before entering into the hospitals for clinical. (R: 3)

2. The Operating Room Assistant students would like to get more out of the Introduction to Functional Bacteriology class. There should be more labs for the course.... (R: 4)

3. The Fundamentals of Human Relations course should be revised. The instructor should use better teaching methods such as audiovisual aids.... (R: 7)

4. Too much busy work is required in the Principles of Nutrition course. The Practical Nursing students should work together, not by themselves. in a required course in order to better understand what is expected of them. (R: 11)

Category No. 18
INSTRUCTOR CERTIFICATION and QUALIFICATION

INSTRUCTOR

1. Should eliminate night courses for advance credit in Nursing unless they are taught by a Practical Nursing instructor.... (R: 21)

Category No. 20
INSTRUCTOR WORK LOAD SCALES, WORK LOAD, and PREPARATION TIME

INSTRUCTOR

1. Clinical work load percents should be increased. At least one hour per day of clinical should be counted as a lecture on the work load percent. The remaining hours should be considered lab instead of shop. (R: 1)

2. In Health Occupations there is really no distinction between lab and lecture and there should be no differentiation on the percentage scale. (R: 2)

3. Practical Nursing instructors should not be required to teach in other programs. (R: 13)

4. Need more preparation time for classes you have never taught before and for summer classes. (R: 16)

Category No. 21
JOB COUNSELING, JOB PLACEMENT, and EMPLOYER RECRUITMENT

INSTRUCTOR

1. No jobs on the day shift are available in the Fond du Lac area for graduates in the Practical Nursing program. (R: 28)

ADVISORY COMMITTEE

2. There should be a realistic appraisal of the Operating Room Assistant job market in order to determine how many persons should be recruited for the Operating Room Assistant programs. This would avoid flooding the job market. (R: 2)

3. Operating Room Assistant students should be familiarized with where they fit in the operating room suite and also they should be aware of what type of salary to expect upon graduation. (R: 6)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING and PROGRAM PLACEMENT

INSTRUCTOR

1. Need in-service on Health Occupations for MPTI admittance personnel. (R: 24)

ADVISORY COMMITTEE

2. There should be a better screening process for applicants into the Operating Room Assistant program as there are students completing the program who do not belong there. (R: 4)

3. There should be some type of probation and also a screening out process for the student who has enrolled in the Operating Room Assistant program but who will not be successful on the job once graduated. (R: 8)

STUDENT

4. MPTI sends you an estimate on what the Ward Clerk program will cost. Then they tell you to buy your uniform and materials from a particular store by a certain date. This store happens to be expensive and the cost is more than the estimate. (R: 11)

5. A general spelling test should be included as part of the screening process for the Ward Clerk program. (R: 13)

6. MPTI did not screen well enough for the Typing course. I had typing in high school and could type 65 words per minute, but I was placed in the beginning Typing class. (R: 13)

GRADUATE

7. The screening process for Practical Nursing students should contain physical, psychological, and emotional testing. The students also should be asked to step out of the program if the instructor knows that the student will not be successful after some practical experience early in the program. (R: 10)

Category No: 25
RECRUITMENT OF MPTI STUDENTS

ADVISORY COMMITTEE

1. There should be a more active recruitment of students in the Operating Room Assistant program in order that more students apply and there could be an elimination of those not qualified; the Operating Room Assistant graduate would then be a higher quality product. (R: 5)

STUDENT

2. MPTI recruits 15 students for the Operating Room Assistant program and only has room to place 12 in the hospital for Supervised Clinical Procedures. They expect students to drop out of the program, and it puts a lot of pressure on students to drop out. (R: 5)

3. There should be better organization for admission into the Ward Clerk program. I went to a doctor for a number of shots that I was informed were necessary to get into the program. They cost me a lot of money. When I came to school I found out that some students received a letter saying that they needed the shots and some students didn't receive this letter. (R: 5)

4. We receive little reply to our letters of application to MPTI. Some clients just get a note saying they were accepted and receive no further reply, while other students get an immediate reply and even a personal interview. There should be better communications with potential students. (R: 10)

5. The brochure with explanations of the programs that is sent to the high schools does not adequately describe the program. When I entered the Ward Clerk program I found it to be entirely different from my conception of it from the brochure. (R: 18)

Category No. 26
REFRESHER COURSES and CONTINUING EDUCATION

GRADUATE

1. Refresher courses should be offered annually for practical nurse graduates, not only for registered nurses. They could include updated procedures in the area of nutrition and could serve as a place where practical nurses can receive answers to questions relating to their job. Also, it is a state requirement that nurses attend this type of course and there is no place in the area where they can get it. (R: 5)

Category No. 27
REGISTRATION and SCHEDULING for INSTRUCTORS

INSTRUCTOR

1. Smaller clinical groups and class ratio. (R: 18)
2. Class enrollment will be too large for accommodations. (R: 22)
3. Schedules and hours should be more consistent for instructors and students---there are too many daily changes. (R: 26)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

INSTRUCTOR

1. Clinical hours should be scheduled during the day.... (R: 5)

2. Too many courses are crammed into the first semester of the Practical Nursing program. (R: 7)

STUDENT

3. There is too much time between classes for Operating Room Assistant students. They should be closer together, and preferably earlier in the day. (R: 6)

4. The Practical Nursing lab is not set up to accommodate all of the students, so there should be some type of classroom work for the students not in the lab to constructively use the time. (R: 12)

5. Schedule classroom work for Practical Nursing students at the same time as the clinical so the two courses coincide. (R: 14)

6. There should be a variety of students in the Communications course; not all female Ward Clerk students as it is monotonous being with the same people all the time. (R: 14)

7. The scheduling for classrooms is too crowded as we get to a scheduled room and there already is a class in progress. We then have to be shuffled around to different classrooms. (R: 17)

8. The schedule is too crowded as we have to spend too much time on school work and we do not have time for a job. (R: 20)

Category No. 29
REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

INSTRUCTOR

1. Increase Nutrition from 18 to 36 hours.... (R: 4)

2. The Obstetrics clinical should be returned to 100 hours. Sixty hours does not allow enough time to meet the objectives. (R: 15)

STUDENT

3. The Basic Health and Medical Terminology course should not go into depth on body structure and systems but it should go into more detail on medical terms. (R: 2)

4. Practical Nursing students should do more surgical prep work in the Basic Nursing course, and more basic procedures such as clinitests, irrigations, and admission procedures. (R: 2)

5. Class time should be lengthened in the Body Structure and Function course for Operating Room Assistant students. The instructor is pushed for time and rushes through the material too fast. There should be more time per week---not a longer class period. (R: 3)

6. The Operating Room Assistant students would like to get more out of the Introduction to Functional Bacteriology class. There should be more labs for the course, and also a regular textbook to go along with the workbook. The class also should pertain more to the Operating Room Assistant program and not to the Practical Nursing program. (R: 4)

7. The Fundamentals of Human Relations course should be revised so that it is geared toward the hospital. (R: 4)

8. Drop Fundamentals of Human Relations for the Practical Nursing program and include the material in the Care of the Mentally Ill-clinical course. (R: 6)

9. The Fundamentals of Human Relations course should be revised. The instructor should use better teaching methods such as audiovisual aids, and should have the material pertain more to the Operating Room Assistant program. (R: 7)

10. MPTI should try to set up a system where Practical Nursing students can make up work they have missed for legitimate reasons during clinical so they can graduate with the rest of the class. (R: 8)

11. The Emergency Medical Care course for Operating Room Assistant students should be shortened to one hour a week for one quarter. (R: 9)

12. If Fundamentals of Human Relations is included with the Care of the Mentally Ill-clinical course for Practical Nursing students, then psychology material should be incorporated in the Communications for Health Occupations course. There should be more freedom in the Communications for Health Occupations course to contain basic psychology. (R: 18)

13. Practical Nursing students should have more theory before being assigned to a patient at Winnebago State Hospital. (R: 19)

GRADUATE

14. Practical Nursing students should learn how to use equipment such as oxygen tanks, resuscitators, suction machines, and other types of emergency equipment. They also should learn various types of emergency procedures and not only those employed at St. Agnes Hospital. (R: 1)

15. The Medication course for Practical Nursing students should be revised. It should be more informative and extensive in the types of medication and it should include the side effects of the medicine and the various groups of medicines. This also includes the post-graduate course for licensed practical nurses in the field. (R: 2)

16. The Principles of Nutrition course for Practical Nursing students should be revised as all that was required was the memorization of terms. It should include the types of diets for patients with different diseases and also vitamins and minerals and their effects. (R: 6)

17. The Practical Nursing program should stress the tests for and signs of diabetes in the section where they explain the endocrine system. This is especially helpful for those who will be employed in nursing home settings. (R: 8)

18. The Practical Nursing program should include more information on charting and on medical terms and their spelling. (R: 11)

19. The Practical Nursing program should be updated and teach new procedures such as subcutaneous feeding. (R: 13)

20. Students in the Practical Nursing program should receive more instruction on the care of a mentally retarded patient in a nursing home setting. (R: 16)

Category No. 31
SPECIALIZATION TRAINING

GRADUATE

21. Students in Practical Nursing should be able to specialize in such areas as Psychiatrics and Intensive Care Units. (R: 7)

TRANSCRIBED RESPONSES

AGRICULTURE
DEPARTMENT

INSTRUCTORS - DISTRICT

COMPOSITION OF GROUP NO. 1

1. Male, age 30; 5 months as full-time instructor; B.S. degree in Agriculture Education, 18 graduate credits in Agriculture Education; 6 years of non-teaching (occupation-related) work experience; 8 years of teaching experience; provisional certificate to teach Agriculture. Member of Wis. and National Assoc. of Vocational Agriculture Instructors, Faculty Assoc. of Moraine Park, AVA, WEA, NEA.

2. Male age 29; 1½ years as full-time instructor; B.S. degree in Agriculture Education, 20 graduate credits in Agriculture Education; 3 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; provisional certificate to teach Agriculture. Member of WEA, NEA, Faculty Assoc. of Moraine Park, Wis. Assoc. of Vocational Agriculture Instructors, Wis. and National Auctioneers Assoc., NVTA, WAVAE, Kiwanis.

3. Male, age 61; 21 years as full-time instructor; B.S. equivalency in Chemistry, B.S. degree in Agriculture Education, 46 graduate credits in Agriculture Education; 10 years of non-teaching (occupation-related) work experience; 21 years of teaching experience; standard certificate to teach Vocational Agriculture. Member of Wis. and American Society of Farm Managers, Wis. Assoc. of Vocational Agriculture Instructors, Dodge County Pork Producers, National Vocational Agriculture Assoc., Dodge County Holstein Assoc., WAVAE, AVA, WEA.

4. Male, age 42; 1½ years as full-time instructor; B.S. degree in Agriculture Education, M.S. degree in Agriculture Education, 12 post-grad credits; 10 years of non-teaching (occupation-related) work experience; 3 years of teaching experience; standard certificate to teach Agriculture. Member of Faculty Assoc. of Moraine Park, WEA, NEA, Wis. and National Assoc. of Vocational Agriculture Instructors.

5. Male, age 43; 3½ years as full-time instructor; B.S. degree in Agriculture Education; M.S. degree in Agriculture Education, 5 post-grad credits; 4 years of non-teaching (occupation-related) work experience; 20 years of teaching experience; standard certificate to teach Agriculture. Member of Faculty Assoc. of Moraine Park, Wis. and National Assoc. of Vocational Agriculture Instructors, Lions, NEA, WEA.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need more input and discussion from the Agriculture Production students to find out where they are and where they want to go occupationally. (Pts: 7,7,10) (T: 24) (R: 1) *

2. There is a lack of time for class preparation in Farm Training because of so much on-the-farm instruction, which is very necessary. We should have time to build and exchange instructional materials and plans. (XX) (Pts: 2,10,2,9) (T: 23) (R: 2)

3. The administration stresses quality education but only evaluates the Agriculture Production programs by how many FTE's we bring in and how much the farmers' income has increased. The administration is not concerned with quality education and it is not only vocational education which increases the farmer's income. (X) (Pts: 3.9.3.8) (T: 23) (R: 3)

4. Just because funding is lost on students in Agriculture Production programs after five years it should not mean that we should have to drop them from the program if it is the instructor's opinion that he continue. (Pts: 6,6,10) (T: 22) (R: 4)

5. The five-year curriculum in the Farm Training and Production Agriculture programs should be made to fit the enrollee's problems. There is a need for change at the state level. If a student needs a second-year course in his fourth year, we should give it to him. (X) (Pts: 10,7,1,3) (T: 21) (R: 5)

6. All instruction should be based on the student's farm plans and farm resources. (Pts: 9,3,9) (T: 21) (R: 6)

7. Instructors in Agriculture Production programs should have specializations to eliminate some preparation---those who are experts in specific areas should teach in that area. (Pts: 5,8,5) (T: 18) (R: 7)

8. Several districts should get together and hire a materials research-resource person for all agriculture materials including a prepared slide series with scripts. (Pts: 4,7,4,1) (T: 16) (R: 8)

9. Need a slide series for the new enrollee to orient him to what we want from him and can do for him. (Pts: 8,5,2) (T: 15) (R: 9)

10. Time should be set aside for the instructors to evaluate the Agriculture Production programs and plan next year's program objectives. (Pts: 8,7) (T: 15) (R: 10)

11. Need more communications among instructors in Agriculture Production programs on what instructional methods keep their students' interest, as well as teaching. (Pts: 5,10) (T: 15) (R: 11)

12. We need a student evaluation in Agriculture Production programs and the results should go beyond the instructors---should go to the administration. (Pts: 6,8) (T: 14) (R: 12)

13. Materials from the University of Wisconsin Extension which are pertinent to Agriculture Production programs should be made available to us. (Pts: 9,4) (T: 13) (R: 13)

14. Use outside resource people in Agriculture Production programs who specialize in areas outside the instructors' specialization. (Pts: 2,5,4) (T: 11) (R: 14)

15. Need to explore the team teaching concept for winter classes in the Agriculture Production programs. (Pts: 1,6) (T: 7) (R: 15)

16. More stress has to be placed on realistically identifying for the Agriculture Production students the potentiality for success of his farm. This is particularly true for those whose potential is low because of the farm operation situation. (X) (Pts: 4,2) (T: 6) (R: 16)

17. Farm instructors keep hearing about the high cost of the Farm Training program when farmers have the highest education tax base. (Pts: 6) (T: 6) (R: 17)

18. Graduation in Farm Training is a farce. It is only good as public relations. There should be certification after completion of each course; in this way the student has the understanding that he still has a good deal to learn but receives recognition periodically instead of at the end of the five-year period. (Pts: 1,1,3) (T: 5) (R: 18)

19. Need to add individualized instruction to the Production Agriculture program. (No Points) (R: 19)

* The term Agriculture Production includes both the Farm Training and Production Agriculture programs.

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ADVISORY COMMITTEE - AGRICULTURAL MECHANICS

COMPOSITION OF GROUP NO. 1

1. Male, age 27; served 1 semester on advisory committee; an employer in Fond du Lac county; the company employs 8 agricultural mechanics, none of whom are MPTI Agricultural Mechanics graduates.

2. Male, age 38; served 2 semesters on advisory committee; employed by the Trade Assoc.; no indication as to the number of employees who are MPTI Agricultural Mechanics graduates.

3. Male, age 37; served 10 semesters on advisory committee; an employer in Dodge county; the company employs 8 agricultural mechanics, 3 of whom are MPTI Agricultural Mechanics graduates.

4. Male, age 46; served 4 semesters on advisory committee; an employer in Columbia county; the company employs 7 agricultural mechanics, 1 of whom is an MPTI Agricultural Mechanics graduate.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Agricultural Mechanics full-time advisory committee needs to meet more often. We have not met in ten months and we are not kept informed of what is happening. (Pts: 10,9,10,10) (T: 39) (R: 1)

2. Need better screening of students prior to their entry into the Agricultural Mechanics program as a high percentage are leaving the field. They need to be informed of what to expect in salary and responsibilities. (X) (Pts: 1,7,8,9) (T: 25) (R: 2)

3. Instructors need to be involved in advisory committee meetings so we can tell them our problems and get feedback on our ideas and vice versa. (Pts: 9,3,3,5) (T: 20) (R: 3)

4. The advisory committee members should be familiarized with the MPTI organizational chart. What are the channels through which their ideas flow in the process of being instituted? (Pts: 3,10,6) (T: 19) (R: 4)

5. Need continuing education courses with an on-the-job training basis. This could be the third year of the program. It does not have to be mandatory and it could be taken a few years after graduation. (X) (Pts: 8,1,8) (T: 17) (R: 5)

6. The Agricultural Mechanics advisory committee should have sub-committees in areas such as shop and equipment and they should keep other members up-to-date in their assigned areas. (Pts: 7,7) (T: 14) (R: 6)

7. The advisory committees should be involved in the breakdown of the budget instead of being told how many dollars are to be spent in each area of the program. (Pts: 6,4,4) (T: 14) (R: 7)

8. The students need a deeper understanding of the basics and they need to know why they are doing certain things. (Pts: 7,6) (T: 13) (R: 8)

9. Students need a class in Human Relations to enable them to communicate better with the customer. They must realize they are salesmen. (Pts: 2,9) (T: 11) (R: 9)

10. We should develop a Career Day for the Agricultural Mechanics program. Students or potential students should be able to select several speakers to listen to in order to preview the different areas of the field. They also should see the available facilities. (Pts: 5,5,1) (T: 11) (R: 10)

11. Students do not have the experience in the shop for solving their own problems. Their hand is held too much. (Pts: 2,8) (T: 10) (R: 11)

12. Instructors should be qualified to teach a course before they are certified to teach it. (Pts: 4,4) (T: 8) (R: 12)

13. The advisory committee needs more than the course title in assisting in curriculum development. They need to know the course description and objectives. (Pts: 6) (T: 6) (R: 13)

14. The advisory committee should be involved in the purchasing of equipment. (Pts: 5) (T: 5) (R: 14)

15. Need to recruit students in Agricultural Mechanics from outside the Beaver Dam area. Students are local and they saturate the job market because they do not want to relocate. (Pts: 1,3) (T: 4) (R: 15)

16. This employer needs to know the capabilities of an MPTI graduate; first, so he will hire him and, second, so he knows the graduate's limitations. (Pts: 2,2) (T: 4) (R: 16)

17. The Agricultural Mechanics Apprentice program should divide their curriculum into farm machine repair and factory machine repair. Both should be offered as a full-time program. (No Points) (R: 17)

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STUDENTS - AGRICULTURAL MECHANICS

COMPOSITION OF GROUP NO. 1

1. Male, age 19; has completed 3 semesters at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI student.

2. Male, age 19; has completed 3 semesters at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI student.

3. Male, age 20; has completed 3 semesters at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

4. Male, age 21; has completed 3 semesters at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 19; has completed 3 semesters at the MPTI-Beaver Dam Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

RESPONSES OF NOMINAL GROUP NO. 1

1. There should be a separate course added to the Agricultural Mechanics program for students to learn to work with electrical systems on tractors. (X) (Pts: 5,8,8,8,5) (T: 34) (R: 1)

2. The Agricultural Mechanics students should have more practical and modern tractors to work on in their shop. Too many of them are antiques. (Pts: 9,5,9,5,4) (T: 32) (R: 2)

3. The Agricultural Mechanics program should begin in October and end in April. There would be longer class days, possibly 8:00 a.m. to 5:00 p.m., in order to include all the required material. Too much time is wasted during the day. Most students have part-time jobs, and they could use the extra time. Even if the year isn't shortened classes should start at 8:00 a.m. every morning. (X) (Pts: 8,10,10) (T: 28) (R: 3)

4. The schedule for Agricultural Mechanics students should be changed to all-morning or all-afternoon classes to enable the students to work part-time. (X) (Pts: 10,9,8) (T: 27) (R: 4)

5. More shop time is needed for Agricultural Mechanics students in the Hydraulics class to actually test hydraulic systems, for troubleshooting, and for more detailed work. More hours should be added to the course---maybe another semester. Don't drop the present material. (X) (Pts: 9,7,10) (T: 26) (R: 5)

6. Agricultural Mechanics students should have more money available for student activities. These students have to pay for their own bowling and field trips. This money could be obtained by charging dealers in the area a small fee for working on their equipment in shops, or else they could include this extra money in tuition or activity fees. (Pts: 1,4,6,7,6) (T: 24) (R: 6)

7. Agricultural Mechanics students should have priority over high school students in the use of the shops at Beaver Dam. Agricultural Mechanics students should have their own shop separate from the high school students. Too much equipment ends up missing or damaged. (XXX) (Pts: 10,2,3,7) (T: 22) (R: 7)

8. There should be a better means of testing out of a class. The Beaver Dam students have to go through the administration at the Beaver Dam campus who in turn have to report to Fond du Lac. By the time they are able to test out of a class they have it half completed and it doesn't pay to test out anymore. There are too many channels to go through to get placed in advanced standing. (Pts: 7,1,6,3) (T: 17) (R: 8)

9. MPTI should change the Agricultural Mechanics program to an associate degree program. They should work on getting credits transferable to state colleges; at least General Education credits if not shop credits. (Pts: 6,2,9) (T: 17) (R: 9)

10. Change Human Relations to a psychology course the students can use. Presently it is geared to the level of a third-year college psychology student. It should teach the students to get along with other people. (XXX) (Pts: 4,7,2) (T: 13) (R: 10)

11. There should be a Mechanical Design course for Agricultural Mechanics students in place of Blueprint Reading. The present course should contain less blueprint reading and more actual drawing---at least nine weeks of it. (X) (Pts: 3,5,1) (T: 9) (R: 11)

12. The lunch break at Beaver Dam should be one-half hour. This would still give the students forty minutes for lunch as classes last only fifty minutes, and it would also shorten the class day. (Pts: 2,1,4,2) (T: 9) (R: 12)

13. There should be a larger Agricultural Mechanics shop at Beaver Dam with a larger door and an overhead chain hoist. (Pts: 3,4,1) (T: 8) (R: 13)

14. More table and chair space is needed in the lounge at Beaver Dam. The lounge is used by high school students and the apprentice programs. It is too crowded. (Pts: 6) (T: 6) (R: 14)

15. Combine the Human Relations course with the second semester of the Communications course for Agricultural Mechanics students. (Pts: 3) (T: 3) (R: 15)

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ADVISORY COMMITTEE - FARM TRAINING

COMPOSITION OF GROUP NO. 1

1. Male, age 46; served 2 semesters on advisory committee; an employer in Fond du Lac county.
2. Male, age 32; served 1 semester on advisory committee; an employer in Fond du Lac county.
3. Male, age 54; served 1 semester on advisory committee; an employer in Fond du Lac county.
4. Male, age 38; served 1 semester on advisory committee; an employer in Fond du Lac county.
5. Male, age 43; served 2 semesters on advisory committee; an employer in Washington county; the company has 3 part-time employees in the Farm Training field.

RESPONSES OF NOMINAL GROUP NO. 1

1. The instructors in Farm Training should spend a little more time on farm visits. This should be at least once a month and they should be available when needed to help solve farm problems. (Pts: 8,9,5,9,9) (T: 40) (R: 1)

2. The high schools should make their students aware that MPTI offers a Farm Training program. (XX) (Pts: 10,10,7,8) (T: 35) (R: 2)

3. Need more demonstrations in the Farm Training program by professionals such as dehorning and castration by veterinarians; tuning, grinding valves, and diesel engines by mechanics; and in spraying by other farmers with more experience. (X) (Pts: 5,8, 10,6) (T: 29) (R: 3)

4. It should be mandatory that students in Farm Training attend more than 50% of their classes. If not, the instructor is spending time on farm visits with students who do not attend meetings and are not interested in the program. (Pts: 9,10,3,5) (T: 27) (R: 4)

5. The schedule for evening courses, such as Welding, is too early. The farmer doesn't have time for his chores. Maybe they could start at 8:00 instead of 7:00 p.m. (X) (Pts: 8,7,7) (T: 22) (R: 5)

6. There should be more tours in the Farm Training program on different types of farm setups. (Pts: 6,1,6,4,3) (T: 20) (R: 6)

7. Instructors in Farm Training should teach methods when they can be implemented, such as teaching planting in the spring. (Pts: 3,9,5) (T: 17) (R: 7)

8. Instructor in Farm Training should let the farmer know when he is coming and he should keep his appointments. He should have a regular schedule and let the farmer know whether he is coming in the morning or afternoon, so they don't waste the whole day waiting for him. (X) (Pts: 4,4,8) (T: 16) (R: 8)

9. There should be courses in the Farm Training program concerning farm laws such as seed regulations, laws concerning the sale of cows, and those concerning trespassing. (Pts: 7,3,6) (T: 16) (R: 9)

10. There should be some type of attendance requirements for advisory committee members. If you miss three meetings in a row you should be dismissed. (Pts: 2,2,3,2,4) (T: 13) (R: 10)

11. Students should have more say in what should be done in the Farm Training program. The instructor should ask more than one or two students---he should have a group concensus before making plans. (Pts: 5,6,2) (T: 13) (R: 11)

12. The movies and speakers used by instructors in Farm Training should be unbiased and show a variety of products as in the Artificial Insemination Business. The instructor either should have no speakers at all or have someone who knows the business but isn't affiliated with a particular company. (Pts: 1,10) (T: 11) (R: 12)

13. MPTI should make the farmers in the district aware of the Agricultural Mechanics program at the Beaver Dam campus. (Pts: 7,1) (T: 8) (R: 13)

14. The farmers should be able to take only the parts of the Agricultural Mechanics program that they want, not the whole program. (Pts: 1,4,2) (T: 7) (R: 14)

15. After three years you should be allowed to remain on the Farm Training advisory committee for at least two more years as Farm Training is a five-year program. (Pts: 1) (T: 1) (R: 15)

16. The instructors in Farm Training should gear the program toward their students' needs and facilities as in discussing the different soil types. (No Points) (R: 16)

17. There should be more tours of manufacturers in the Farm Training program, such as Allis-Chalmers and John Deere. (No Points) (R: 17)

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GRADUATES - FARM TRAINING

COMPOSITION OF GROUP NO. 1

1. Male, age 43; attended MPTI-Fond du Lac; graduated June, 1973; presently self-employed in a training-related job in Dodge county.

2. Male, age not indicated; attended MPTI-Beaver Dam; graduated December, 1973; presently employed in a training-related job in Dodge county.

3. Male, age 57; attended MPTI-Beaver Dam; graduated December, 1973; presently employed in a training-related job in Dodge county.

4. Male, age 33; attended MPTI-West Bend; graduated October, 1973; presently employed in a training-related job in Dodge county.

5. Male, age 24; attended MPTI-Beaver Dam; graduated November, 1973; presently employed in a training-related job in Dodge county.

6. Male, age 39; attended MPTI-Fond du Lac; graduated November, 1973; presently employed in a training-related job in Fond du Lac county.

7. Male, age 41; attended MPTI-Fond du Lac; graduated November, 1973; presently employed in a training-related job in Fond du Lac county.

RESPONSES OF NOMINAL GROUP NO. 1

1. The Farm Training program should be flexible so it can be adapted to the present needs of the students taking the course. Some instructors are doing this now and we feel it is good. (X) (Pts: 10,9,7,9,7,9,9) (T: 60) (R: 1)

2. Some instructors have too heavy a work load to do a good job. MPTI should limit the class size for the Farm Training program. There should be less students per instructor because 80 students are too many. Perhaps the classes could contain about 50 students. (X) (Pts: 9,8,2,3,9,8,2) (T: 41) (R: 2)

3. There should be more class sessions on the financial aspects of farm management included in the Farm Training program. (X) (Pts: 6,8,10,5,10) (T: 39) (R: 3)

4. MPTI should let students continue in the Farm Training program after their five years are completed. This would help the student to keep in touch with new changes in farming. They should be refresher-type or post-graduate courses, and the instructors should get paid for the extra work load. (Pts: 2,7,8,9,8,2,3) (T: 39) (R: 4)

5. Qualifications for Farm Training instructors should include a strong background in Agriculture, and being a good organizer. I had a poorly organized instructor when I entered the program, but the one I have now is excellent. It helps the class if the instructor can give an organized presentation of his material to the students. (Pts: 8,10,6,10,4) (T: 38) (R: 5)

6. There should be some type of attendance requirement for Farm Training classes. Too many people do not show up for classes. (X) (Pts: 7,3,10,1,2,1,8) (T: 32) (R: 6)

7. There should be a Welding or Farm Maintenance course in the Farm Training program. It could be an afternoon workshop during the winter months. (XXX) (Pts: 3,3,2,3,10,7) (T: 28) (R: 7)

8. The Farm Training program should contain more field trips for test plots, farm buildings, and other areas related to farming. (XXX) (Pts: 4,2,4,5,7,5) (T: 27) (R: 8)

9. Instructors should schedule a few free days each month so the students are free to call the instructor to get special help when they have a problem. (XX) (Pts: 1,4,4,4,6,6) (T: 25) (R: 9)

10. There should be more discussions in the Farm Training program designed to help students share ideas they are concerned about. The instructors could use a questionnaire to determine topics for discussion, or they could have students hand in a list of topics to be discussed. (Pts: 5,1,6,6,3) (T: 21) (R: 10)

11. Possibly the instructor could supply extra help to beef farmers during farm visits if they happen to be in a class with mostly dairy farmers. The farm visits should continue to be on a monthly basis. (Pts: 6,7,1,4) (T: 18) (R: 11)

12. The Farm Training program could include more information on farm laws and legal aspects of farming. (Pts: 5,5,5) (T: 15) (R: 12)

13. Possibly MPTI could take a survey to see if raising the fees for the Farm Training program to $10 or $20 would help to improve the attendance at the classes. (Pts: 1,1) (T: 2) (R: 13)

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ADVISORY COMMITTEE - FOOD MANUFACTURING TECHNOLOGY

COMPOSITION OF GROUP NO. 1

1. Male, age 35; served 1 semester on advisory committee; an employer in Dodge county; the company has about 90 employees in the food manufacturing field, 3 of whom are MPTI Food Manufacturing graduates.

2. Male, age 36; served 1 semester on advisory committee; an employer in Calumet county; the company has 120 employees in the food manufacturing field, none of whom are MPTI graduates.

3. Male, age 57; served 10 semesters on advisory committee; an employer in Fond du Lac county; the company has about 85 employees in the food manufacturing field, 1 of whom is an MPTI Food Manufacturing graduate.

4. Male, age 44; served 2 semesters on advisory committee; an employer in Fond du Lac county; the company has 4 employees in the food manufacturing field, 1 of whom is an MPTI Food Manufacturing graduate.

5. Male, age 52; served 3 semesters on advisory committee; an employer in Dane county; no information given with respect to employees or graduates.

6. Male, age 46; served 1 semester on advisory committee; an employer in Sheboygan county; the company has about 80 employees in the food manufacturing field, 1 of whom is an MPTI Food Manufacturing graduate.

RESPONSES OF NOMINAL GROUP NO. 1

1. Students need to be better prepared for communicating on the job. They may be learned in job skills but they cannot communicate it. (Pts: 6,6,10,10,9,9) (T: 50) (R: 1)

2. Need to stress the basics of the Food Manufacturing program with the students before we offer advance courses in the program---we should not be competing with the university system's programs---we need the middle man in industry. (Pts: 10,3,10,10) (T: 33) (R: 2)

3. MPTI should develop one-day seminars in areas such as short time pasteurizing and sanitation for mid-management personnel. When a semester course is offered many interested persons do not attend because of the length. (Pts: 5,9,7,4) (T: 25) (R: 3)

4. Need to offer continuing education courses such as Organic Chemistry and Microbiology. (Pts: 10,8,5) (T: 23) (R: 4)

5. MPTI should test students and advise them if they could potentially be a four-year college graduate in Food Science and MPTI also should advise them of the different job opportunities with a four-year degree versus the two-year vocational program. (X) (Pts: 7,7,8) (T: 22) (R: 5)

6. Students should be able to explain as well as recognize why something is wrong. They need experience in school in how to deal with mistakes that are made. (Pts: 5,8,6,3) (T: 22) (R: 6)

7. Students need to be made aware of how to find out answers to their questions and how to explore the new areas in Food Manufacturing on their own. (Pts: 5,9,6) (T: 20) (R: 7)

8. Students need to be disciplined and show leadership in quality control and housekeeping. (Pts: 1,3,4,9,1) (T: 18) (R: 8)

9. MPTI counseling department should devote more time to the student whose aptitude is not for the program in which he is interested. More testing needs to be done. (Pts: 4,7,7) (T: 18) (R: 9)

10. There should be more of a liaison between instructors and industry and it should involve tours to see what industry is doing in Food Manufacturing. (Pts: 4,3,2,8) (T: 17) (R: 10)

11. We should recruit students from those working within the industry who are content in their job but could improve their functioning level by partially or totally completing the Food Manufacturing program. (Pts: 9,8) (T: 17) (R: 11)

12. Industry should encourage and work more with MPTI in developing specialized courses in Food Manufacturing that are on the vocational-technical level---mid-management. (Pts: 8,2,6,1) (T: 17) (R: 12)

13. A basic underlying understanding is much more important than learning each machine, as all machines essentially function alike. (Pts: 2,1,1,5,7) (T: 16) (R: 13)

14. MPTI should have both old and new equipment available for students so they become familiar with both the hand-operated and the automatic equipment. (Pts: 6,4) (T: 10) (R: 14)

15. Internship in Canning and Freezing is cut short by one month during the summer because the students are out of school in May instead of June and we don't have work for them. The schedule should be adjusted so they can get in a full three months. (Pts: 1,4,5) (T: 10) (R: 15)

16. The instructors need to impress upon the Food Manufacturing students the importance of their overall education, including Psychology of Human Relations, as well as the specifics in their education. (Pts: 2,3) (T: 5) (R: 16)

17. I have to wonder how students are graded. I have graduates who received good grades but even after six months of on-the-job training sometimes they do not comprehend the basics of their job. (Pts: 3) (T: 3) (R: 17)

18. The high school Career Days are used primarily by the speakers as a recruiting day for their own industry instead of a general information day for each field. (Pts: 2) (T: 2) (R: 18)

19. Ten percent of the students' program credits should not be earned by their internship. The number of credits earned should be based on the type of job during their internship and how much they can learn on that job. (Pts: 2) (T: 2) (R: 19)

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STUDENTS - FOOD MANUFACTURING TECHNOLOGY

COMPOSITION OF GROUP NO. 1

1. Male, age 21; has completed 3 semesters in the Food Manufacturing-Dairy program at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

2. Male, age 20; has completed 3 semesters in the Food Manufacturing-Dairy program at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a high school counselor.

3. Male, age 21; has completed 4 semesters in the Food Manufacturing-Dairy program at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

4. Male, age 19; has completed 3 semesters in the Food Manufacturing-Dairy program at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 20; has completed 4 semesters in the Food Manufacturing-Canning and Freezing program at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

6. Male, age 22; has completed 4 semesters in the Food Manufacturing-Canning and Freezing program at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

7. Male, age 19; has completed 4 semesters in the Food Manufacturing-Dairy program at the MPTI-Fond du Lac Campus; is not satisfied with the program but will complete it; influenced to enroll at MPTI by personal decision.

RESPONSES OF NOMINAL GROUP NO. 1

1. Increase the General Microbiology course to two semesters as the entire Food Manufacturing program revolves around it, and the students need to learn more of this material. (XXX) (Pts: 8,10,10,10,10,6) (T: 54) (R: 1)

2. Need a larger lab for the Food Manufacturing program. (XXXXX) (Pts: 10,5,9,4,8) (T: 36) (R: 2)

3. Some classes for the Food Manufacturing students should be rescheduled. The last three semesters they had only one class on certain days, and five or six classes on other days. It is a problem for anyone who has to travel a distance to attend classes. Also, second-year students should have priority in scheduling over first-year students. (XXXXX) (Pts: 2,8,4,9,5,7) (T: 35) (R: 3)

4. Drop the Survey class for Food Manufacturing students because the material is contained in Food Manufacturing Technology Topics. (Pts: 7,4,6,9) (T: 26) (R: 4)

5. There should be more updated equipment in the Food Manufacturing lab such as a Babcock centrifuge, water baths, and a larger autoclave. (XXXXX) (Pts: 9,5,5,7) (T: 26) (R: 5)

6. Students should be able to rent books from the bookstore without buying them. (X) (Pts: 7,4,2,3,10) (T: 26) (R: 6)

7. All instructors should keep to their scheduled class time and not require students to stay in class longer than it is scheduled. The Food Manufacturing students can't plan their schedules because they are unsure as to the length of their classes. (X) (Pts: 5,6,2,8) (T: 21) (R: 7)

8. The instructor in Plant Operations, Maintenance and Safety should stick to the textbook and teach related materials without going into tangents. (XXXX) (Pts: 1,3,7,9) (T: 20) (R: 8)

9. In the Food Manufacturing-Dairy lab the students follow their experiment book to complete an experiment, but they don't actually understand what they're doing. More explanation and more lab time is needed. (Pts: 9,9,1) (T: 19) (R: 9)

10. There should be more books in the library. There should be three or four of each reference book because the students can't find the books they're looking for. (XXX) (Pts: 6,10,1) (T: 17) (R: 10)

11. Psychology of Human Relations and American Institutions should be dropped from the Food Manufacturing programs because the students aren't getting anything out of them. (XX) (Pts: 8,8) (T: 16) (R: 11)

12. The Food Manufacturing students should have more field trips, and the school should provide transportation for the trips. There should be better maintenance of vehicles so the students can take trips, or MPTI should buy a bus. (Pts: 2,5,7) (T: 14) (R: 12)

13. There should be more stringent rules in the library. Enforce silence so students can study. (XXX) (Pts: 3,3,2,2,3) (T: 13) (R: 13)

14. The Food Manufacturing programs should begin later in the fall and end later in the spring so the students are able to get a full three months internship in during summer vacation. (Pts: 7,5) (T: 12) (R: 14)

15. Drop the Dairy Marketing course to make room for more lab time for the Food Manufacturing students. Too much of the present material is useless statistics. (X) (Pts: 6,6) (T: 12) (R: 15)

16. All classes should be in one location. Students shouldn't have to go to the UW Center for classes. (X) (Pts: 8,3) (T: 11) (R: 16)

17. Enlarge the commons area. It is too crowded. (XXXX) (Pts: 1,4,4) (T: 9) (R: 17)

18. The instructors shouldn't be so strict on attendance requirements. Daily attendance isn't necessary as it doesn't explain why a student is missing from class, and it looks bad to the employers. (Pts: 6,2) (T: 8) (R: 18)

19. Have more dances and other social activities at MPTI, especially in the spring and fall when it is nice outside. There should be something for students to get to know each other.. (Pts: 4,1) (T: 5) (R: 19)

20. MPTI should do away with the quarterly grades as instructors give tests just to satisfy the grading period. The student should have the option to discuss his progress with his instructor. (X) (Pts: 3) (T: 3) (R: 20)

21. The lecture in Food Manufacturing Technology Topics should be toned down so the students can understand it and remain interested during the lecture. (Pts: 1) (T: 1) (R: 21)

22. Announcements should be made every hour during the morning at MPTI and should be made throughout the whole school. If a student comes after 9:00 a.m. he misses the announcements. (Pts: 1) (T: 1) (R: 22)

23. The instructor in Food Chemistry, and Food Plant and Environmental Sanitation should vary his testing procedures to avoid all the fill-in-the-blank tests. (No Points) (R: 23)

24. The bowling team should compete against other schools, not just intra-school. (No Points) (R: 24)

25. A school club should be developed for just the Food Manufacturing programs. (X) (No Points) (R: 25)

26. The placement office should supply more information on jobs in Wisconsin, outside the Fond du Lac area, as well as jobs out-of-state. (No Points) (R: 26)

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GRADUATES - FOOD MANUFACTURING TECHNOLOGY

COMPOSITION OF GROUP NO. 1

1. Male, age 25; attended MPTI-Fond du Lac; graduated May, 1973 from the Food Manufacturing-Canning and Freezing program; presently employed in a training-related job in Fond du Lac county.

2. Male, age 21; attended MPTI-Fond du Lac; graduated May, 1973 from the Food Manufacturing-Canning and Freezing program; has held a training-related job since graduation but not employed in the field at this time.

3. Female, age 23; attended MPTI-Fond du Lac; graduated June, 1972 from the Food Manufacturing-Dairy program; she is presently unemployed.

4. Male, age 32; attended MPTI-Fond du Lac; graduated June, 1972 from the Food Manufacturing-Dairy program; presently employed in a training-related job in Fond du Lac county.

5. Male, age 32; attended MPTI-Fond du Lac; graduated June, 1972 from the Food Manufacturing-Dairy program; presently employed in a training-related job in Cedar Rapids, Iowa.

RESPONSES OF NOMINAL GROUP NO. 1

1. MPTI should have Economics, Psychology of Human Relations, Office Management, and Business Math on an elective basis for the Food Manufacturing programs to enable the students to take a combined course to get a degree for both Canning and Freezing, and in Dairy. There should be a general Food Manufacturing program offered. (Pts: 4,10,10,8,4) (T: 36) (R: 1)

2. There should be more work with split samples or sample techniques included in the lab course in the Food Manufacturing programs. This should include work like you are expected to do on the job, and could be included in the Dairy Processes course. (Pts: 7,8,5,9) (T: 29) (R: 2)

3. The size of the classes for the Food Manufacturing programs should be limited, or they should get more instructors and facilities. The students don't learn enough unless everyone has the opportunity to use the equipment and do the required work by themselves. (Pts: 3,9,3,10,3) (T: 28) (R: 3)

4. There should be more actual lab experience included in the Food Manufacturing programs for both the Canning and Freezing, and the Dairy students. This would include more testing and other lab procedures. This extra lab time could take the place of the American Institutions course and the Survey course. (Pts: 10,9,8) (T: 27) (R: 4)

5. There should be more Math courses for Food Manufacturing students; specifically, Algebra courses on different levels, and a course on Logarithms. The students need to know more math once they are in the field. These courses should be mandatory for the Food Manufacturing programs. (Pts: 9,6,8) (T: 23) (R: 5)

6. The Plant Operations course for Food Manufacturing students needs to be more specific. The students should learn the basics, such as the new Occupations Safety Hazard Act. There should be a separate course just for the Food Manufacturing students. (X) (Pts: 5,7,10) (T: 22) (R: 6)

7. MPTI should inform employers in the area on what the Food Manufacturing programs have to offer and what the graduates from these programs are qualified to do. (Pts: 4,4,5,7) (T: 20) (R: 7)

8. Manufacturers of the new equipment for processing and testing should be invited to come to MPTI to explain their equipment to the Food Manufacturing students and how it is used in the industry. (Pts: 7,3,9) (T: 19) (R: 8)

9. MPTI should have plant managers and employers come into explain to Food Manufacturing students what is expected of them once they are employed. They could explain the responsibilities and how much is expected from their employees each day. (Pts: 2,5,4,6) (T: 17) (R: 9)

10. The library should have more reference materials in the Food Manufacturing area. There are not enough books for all the students. (Pts: 8,2,6) (T: 16) (R: 10)

11. There should be refresher courses offered in the evening for the Food Manufacturing graduates. They could contain some of the new ideas in the field, chemistry, and other job-related materials for Food Manufacturing people. The courses could be for Food Manufacturing graduates as well as industry personnel. (Pts: 6,3,2) (T: 11) (R: 11)

12. The Communication Skills course should have a more qualified instructor. He should push the students more so they will learn more. The Communication Skills course should be the type of course that will teach the students to talk to the public, similar to the Dale Carnegie course. (Pts: 7,2) (T: 9) (R: 12)

13. There should be more equipment similar to that in a regular dairy, such as a wet lab set-up for the Food Manufacturing programs. The students don't learn enough about this equipment from tours to the plants in the area. (Pts: 6) (T: 6) (R: 13)

14. There should be lower activity fees for Food Manufacturing students because they do not get any benefits from them. There is no co-curricular organization, and the students wouldn't have time to participate in one if it existed. (Pts: 5) (T: 5) (R: 14)

15. There should be more screening of students before they enroll in the Food Manufacturing programs. Some of the students aren't qualified and should be screened out of the programs. (Pts: 1,1,2) (T: 4) (R: 15)

16. The Economics course for the Food Manufacturing programs should be revised. There should be more on the business aspects concerning economics. The Economics course should be on an elective basis for Food Manufacturing students. (XX) (Pts: 1) (T: 1) (R: 16)

17. The American Institutions course should be dropped for Food Manufacturing students as they don't even remember what they had in it. (Pts: 1) (T: 1) (R: 17)

18. A day should be set aside toward the end of the program, possibly as part of the final exam, for Food Manufacturing students to go through all the tests they learned to see if they can do them. (Pts: 1) (T: 1) (R: 18)

19. A course on the Occupations Safety Hazard Act should be offered as an evening course for those students who haven't had it as part of the Food Manufacturing programs. (No Points) (R: 19)

STUDENTS - PRODUCTION AGRICULTURE

COMPOSITION OF GROUP NO. 1

1. Male, age 23; has completed 1 semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by an MPTI staff member.

2. Male, age 22; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by an MPTI staff member.

3. Male, age 39; has completed 2 semesters at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by an MPTI staff member.

4. Male, age 25; has completed 1 semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by a friend.

5. Male, age 19; has completed 2 semesters at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by a friend.

6. Male, age 29; has completed 1 semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI by a relative.

7. Male, age 22; has completed 2 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

RESPONSES OF NOMINAL GROUP NO. 1

1. There should be more individualized instruction in the Production Agriculture program---possibly two sessions per month. (Pts: 7,8,8,6,6,6,6) (T: 47) (R: 1)

2. There should be more credit for on-the-farm training, and one three-hour class should be eliminated for Production Agriculture students. (Pts: 6,7,7,7,2,5,7) (T: 41) (R: 2)

3. The Production Agriculture students would like to go to the farms that each man in the program owns or works on to see their operation and to exchange ideas and problems. This would help us to relate with each other better. (Pts: 8,6,8, 1, 7, 5, 3) (T: 38) (R: 3)

4. Limit class size to around 15 students as it presently is. Do not increase the class size as planned in the future. (Pts: 5,5,5,4, 4,3,8) (T: 34) (R: 4)

5. Don't overload the instructor for the Production Agriculture program so that he spreads himself too thin. There should never be more than two sections of Production Agriculture without hiring an additional instructor. (Pts: 3,4,4,5,5,4,4) (T: 29) (R: 5)

6. The Production Agriculture students would like more lab sessions such as work or discussion sessions instead of strict lecture in their classes. Topics to be discussed could be the setup of a depreciation schedule and the setup of a herd record. (Pts: 2,3,6,3,3,8,2) (T: 27) (R: 6)

7. The Production Agriculture students would like a reimbursement for their gas when taking their cars on field trips. (Pts: 4,2,2,2,7,2,3) (T: 22) (R: 7)

8. The Moraine Park Veterans Administration should be more active on behalf of the Production Agriculture students for getting their benefits on time. It is difficult to stay in school when they are three months behind in our payments and I am trying to support a farm. (Pts: 1,1,1,1,8,1,1) (T: 14) (R: 8)

(NOTE) Due to the low number of responses, the most important response received 8, the second most important received 7, and so forth.

STUDENTS - PRODUCTION AGRICULTURE

COMPOSITION OF GROUP NO. 2

1. Male, age 34; has completed ½ semester at the MPTI-Fond du Lac Campus; highly satisfied with the program; influenced to enroll at MPTI because of eligibility for VA benefits.

2. Male, age 40; has completed 2 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI because of eligibility for VA benefits.

3. Male, age 23; has completed 2 semesters at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by employment.

4. Male, age 27; has completed ½ semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by personal decision.

5. Male, age 28; has completed ½ semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

6. Male, age 37; has completed 1 semester at the MPTI-Fond du Lac Campus; indicated satisfaction with the program; influenced to enroll at MPTI by a friend.

RESPONSES OF NOMINAL GROUP NO. 2

1. There should be more field trips in the Production Agriculture program. The field trips we have are excellent and we would like more of them. (Pts: 8,10,6,9,9,9) (T: 51) (R: 1)

2. The schedule for Production Agriculture students should be changed to avoid a meeting on Wednesday night followed by one on Thursday morning. The schedule should be Monday night, Wednesday during the day, and Thursday night. (XXX) (Pts: 10,9,3,10,5,7) (T: 44) (R: 2)

3. More time should be spent in the Production Agriculture program studying the economic aspects of farming. We should compare one crop with others and with raising animals to see which would have the best market profits for us. (Pts: 5,3,9,7,10,8) (T: 42) (R: 3)

4. The Production Agriculture students should be informed of the agenda for their meeting so they know which books and materials to bring along without having to take all of them. (Pts: 7,5,7,8, 2,5) (T: 34) (R: 4)

5. The Production Agriculture students should be informed on when they are going to get their GI benefits so they can depend on this in planning their budget. (Pts: 9,8,6,6) (T: 29) (R: 5)

6. The Production Agriculture class is getting pretty big, and if it gets any larger it should be split into two groups. The class is getting too large for everyone to gain from the course. There should be a limit of 15 students. (Pts: 4,6,4,3,1,10) (T: 28) (R: 6)

7. Too much time is wasted in getting started in the Production Agriculture class. The students should be on time and the class should begin so our time is well spent. (Pts: 3,2,8,5,6,3) (T: 27) (R: 7)

8. The students in the Production Agriculture program should do more work with textbooks and reference materials. If they use the books they have they will have something for a reference after the course is over. (Pts: 6,5,1,7,4) (T: 23) (R: 8)

9. I had all kinds of problems with the administration as far as getting enrolled in the Production Agriculture program. The clerical staff at the Fond du Lac campus didn't know about the program and referred me to the counselors who also did not know anything. I was finally referred to the instructor and was enrolled in the program. There are too many office staff people working at the school who don't do anything, and we receive no cooperation from them. (X) (Pts: 1,10,4,3,1) (T: 19) (R: 9)

10. MPTI should get more reference materials pertaining to the field of canning crops. It is a big industry in our area, and not much information is available on it. (Pts: 1,4,2,8,2) (T: 17) (R: 10)

11. There would be a lot of people who would join the Production Agriculture class if the day session on Thursday was dropped and possibly rescheduled on Saturday. A number of people are interested in the program, but they work in factories during the day. (Pts: 2,7,1,2,4) (T: 16) (R: 11)

CATEGORIZATION OF TRANSCRIBED RESPONSES

AGRICULTURE DEPARTMENT

Category No. 1
ADDITION OF A COURSE OR PROGRAM

INSTRUCTOR

1. More stress has to be placed on realistically identifying for the Agriculture Production students the potentiality for success of his farm. This is particularly true for those whose potential is low because of the farm operation situation. (R: 16)

ADVISORY COMMITTEE

2. There should be courses in the Farm Training program concerning farm laws such as seed regulations, laws concerning the sale of cows, and those concerning trespassing. (R: 9)

STUDENT

3. Increase the General Microbiology course to two semesters as the entire Food Manufacturing program revolves around it, and the students need to learn more of this material. (R: 1)

4. There should be a separate course added to the Agricultural Mechanics program for students to learn to work with electrical systems on tractors. (R: 1)

GRADUATE

5. MPTI should have Economics, Psychology of Human Relations, Office Management, and Business Math on an elective basis for the Food Manufacturing programs to enable the students to take a combined course to get a degree in both Canning and Freezing, and in Dairy. There should be a general Food Manufacturing program offered. (R: 1)

6. There should be more class sessions on the financial aspects of farm management included in the Farm Training program. (R: 3)

7. There should be more actual lab experience included in the Food Manufacturing programs for both the Canning and Freezing, and the Dairy students. This would include more testing and other lab procedures. This extra lab time could take the place of the American Institutions course and the Survey course. (R: 4)

8. There should be more Math courses for Food Manufacturing students; specifically, Algebra courses on different levels, and a course on legarithms. The students need to know more math once they are in the field. These courses should be mandatory for the Food Manufacturing programs. (R: 5)

9. There should be a Welding or Farm Maintenance course in the Farm Training program. It could be an afternoon workshop during the winter months. (R: 7)

10. The Farm Training program could include more information on farm laws and legal aspects of farming. (R: 12)

11. A course on the Occupations Safety Hazard Act should be offered as an evening course for those students who haven't had it as part of the Food Manufacturing programs. (R: 19)

Category No. 2
ADDITIONAL STAFF - MPTI CAMPUS

INSTRUCTOR

1. Several districts should get together and hire a materials research-resource person for all agriculture materials including a prepared slide series with scripts. (R: 8)

2. Use outside resource people in Agriculture Production programs who specialize in areas outside the instructor's specialization. (R: 14)

GRADUATE

3. The size of the classes for the Food Manufacturing programs should be limited, or they should get more instructors and facilities. The students don't learn enough unless everyone has the opportunity to use the equipment and to do the required work by themselves. (R: 3)

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF and ADMINISTRATION

INSTRUCTOR

1. The administration stresses quality education but only evaluates the Agriculture Production programs by how many FTE's we bring in and how much the farmers' income has increased. The administration is not concerned with quality education and it is not only vocational education which increases the farmer's income. (R: 3)

2. Farm instructors keep hearing about the high cost of the Farm Training program when farmers have the highest education tax base. (R: 17)

Category No. 4
ADVISORY COMMITTEES

ADVISORY COMMITTEE

1. The Agricultural Mechanics full-time advisory committee needs to meet more often. We have not met in ten months and we are not kept informed of what is happening. (R: 1)

2. Instructors need to be involved in advisory committee meetings so we can tell them our problems and get feedback on our ideas and vice versa. (R: 3)

3. The advisory committee members should be familiarized with the MPTI organizational chart. What are the channels through which their ideas flow in the process of being instituted? (R: 4)

4. The Agricultural Mechanics advisory committee should have subcommittees in areas such as shop and equipment and they should keep other members up-to-date in their assigned areas. (R: 6)

5. The advisory committees should be involved in the breakdown of the budget instead of being told how many dollars are to be spent in each area of the program. (R: 7)

6. There should be some type of attendance requirements for advisory committee members. If you miss three meetings in a row you should be dismissed. (R: 10)

7. The advisory committee needs more than the course title in assisting in curriculum development. They need to know the course description and objectives. (R: 13)

8. The advisory committee should be involved in the purchasing of equipment. (R: 14)

9. After three years you should be allowed to remain on the Farm Training advisory committee for at least two more years as Farm Training is a five-year program. (R: 15)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

INSTRUCTOR

1. Need more input and discussion from the Agriculture Production students to find out where they are and where they want to go occupationally. (R: 1)

2. Need a slide series for the new enrollee to orient him to what we want from him and can do for him. (R: 9)

3. Need more communications among instructors in Agriculture Production programs on what instructional methods keep their student's interest as well as teach. (R: 11)

4. We need a student evaluation in Agriculture Production programs and the results should go beyond the instructors---should go to the administration. (R: 12)

ADVISORY COMMITTEE

5. Students should have more say in what should be done in the Farm Training program. The instructor should ask more than one or two students---he should have a group concensus before making plans. (R: 11)

6. The instructors need to impress upon the Food Manufacturing students the importance of their overall education, including Psychology of Human Relations, as well as the specifics of their education. (R: 16)

STUDENT

7. The Production Agriculture students would like to go to the farms that each man in the program owns or works on to see their operation and to exchange ideas and problems. This would help us to relate with each other better. (R: 5)

8. The Production Agriculture students should be informed of the agenda for their meeting so they know which books and materials to bring along without having to take all of them. (R: 4)

9. ....There are too many channels to go through to get placed in advanced standing. (R: 8)

10. Announcements should be made every hour during the morning at MPTI and should be made throughout the whole school. If a student comes after 9:00 a.m. he misses the announcements. (R: 22)

Category No. 6
COMMUNICATIONS: MPTI WITH BUSINESS and INDUSTRY

ADVISORY COMMITTEE

1. There should be more of a liaison between instructors and industry and it should involve tours to see what industry is doing in Food Manufacturing. (R: 10)

2. This employer needs to know the capabilities of an MPTI graduate; first, so he will hire him and, second, so he knows the graduate's limitations. (R: 16)

GRADUATE

3. MPTI should inform employers in the area on what the Food Manufacturing programs have to offer and what the graduates from these programs are qualified to do. (R: 7)

Category No. 7
DELETION OF A COURSE OR PROGRAM

STUDENT

1. Drop the Survey class for Food Manufacturing students because the material is contained in Food Manufacturing Technology Topics. (R: 4)

2. Psychology of Human Relations and American Institutions should be dropped from the Food Manufacturing programs because the students aren't getting anything out of them. (R: 11)

3. Drop the Dairy Marketing course to make room for more lab time for the Food Manufacturing students. Too much of the present material is useless statistics. (R: 15)

4. Combine the Human Relations course with the second semester of the Communications course for Agricultural Mechanics students. (R: 15)

GRADUATE

5. The American Institutions course should be dropped for Food Manufacturing students as they don't even remember what they had in it. (R: 17)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

INSTRUCTOR

1. Just because funding is lost on students in Agriculture Production programs after five years it should not mean that we should have to drop them from the program if it is the instructor's opinion that he continue. (R: 4)

ADVISORY COMMITTEE

2. It should be mandatory that students in Farm Training attend more than 50% of their classes. If not, the instructor is spending time on farm visits with students who do not attend meetings and are not interested in the program. (R: 4)

STUDENT

3. There should be more credit for on-the-farm training, and one three-hour class should be eliminated for Production Agriculture students. (R: 2)

4. The Production Agriculture students would like a reimbursement for their gas when taking their cars on field trips. (R: 7)

5. There should be a better means of testing out of a class. The Beaver Dam students have to go through the administration at the Beaver Dam campus who in turn have to report to Fond du Lac. By the time they are able to test out of a class they have it half completed and it doesn't pay to test out anymore. There are too many channels to go through to get placed in advanced standing. (R: 8)

6. MPTI should change the Agricultural Mechanics program to an associate degree program. They should work on getting credits transferable to state colleges; at least General Education credits if not shop credits. (R: 9)

7. The lunch break at Beaver Dam should be one-half hour. This would still give the students forty minutes for lunch as classes last only fifty minutes, and it would also shorten the class day. (R: 12)

8. The Food Manufacturing students should have more field trips, and the school should provide transportation for the trips.... there should be better maintenance of vehicles so the students can take trips.... (R: 12)

9. There should be more stringent rules in the library. Enforce silence so students can study. (R: 13)

10. The instructors shouldn't be so strict on attendance requirements. Daily attendance isn't necessary as it doesn't explain why a student is missing from class, and it looks bad to the employers. (R: 18)

11. MPTI should do away with the quarterly grades as instructors give tests just to satisfy the grading period. The student should have the option to discuss his progress with his instructor. (R: 20)

Category No. 8
District/School Policies, Rules, and Regulations

GRADUATE

12. MPTI should have Economics, Psychology of Human Relations, Office Management, and Business Math on an elective basis for the Food Manufacturing programs to enable the students to take a combined course to get a degree for both Canning and Freezing, and in Dairy. There should be a general Food Manufacturing program offered. (R: 1)

13. MPTI should let students continue in the Farm Training program after their five years are completed. This would help the student to keep in touch with new changes in farming.... (R: 4)

14. There should be some type of attendance requirement for Farm Training classes. Too many people do not show up for classes. (R: 6)

15. There should be lower activity fees for Food Manufacturing students because they do not get any benefits from them. There is no cocurricular organization, and the students wouldn't have time to participate in one if it existed. (R: 14)

Category No. 9
ELECTIVE COURSES

GRADUATE

1. MPTI should have Economics, Psychology of Human Relations, Office Management, and Business Math on an elective basis for the Food Manufacturing programs to enable the students to take a combined course to get a degree for both Canning and Freezing, and in Dairy.... (R: 1)

2. ....The Economics course should be on an elective basis for Food Manufacturing students. (R: 16)

Category No. 10
EXAMINATIONS and GRADING

ADVISORY COMMITTEE

1. I have to wonder how students are graded. I have graduates who received good grades but even after six months of on-the-job training sometimes they do not comprehend the basics of their job. (R: 17)

STUDENT

2. MPTI should do away with the quarterly grades as instructors give tests just to satisfy the grading period. The student should have the option to discuss his progress with his instructor. (R: 20)

3. The instructor in Food Chemistry, and Food Plant and Environmental Sanitation should vary his testing procedures to avoid all the fill-in-the-blank tests. (R: 23)

GRADUATE

4. A day should be set aside toward the end of the program, possibly as part of the final exam, for Food Manufacturing students to go through all the tests they learned to see if they can do them. (R: 18)

Category No. 11
FACILITIES

STUDENT

1. Need a larger lab for the Food Manufacturing program. (R: 2)

2. ....Agricultural Mechanics students should have their own shop separate from the high school students. Too much equipment ends up missing or damaged. (R: 7)

3. There should be a larger Agricultural Mechanics shop at Beaver Dam with a larger door and an overhead chain hoist. (R: 13)

4. More table and chair space is needed in the lounge at Beaver Dam. The lounge is used by high school students and the apprentice programs. It is too crowded. (R: 14)

5. All classes should be in one location. Students shouldn't have to go to the UW Center for classes. (R: 16)

6. Enlarge the commons area. It is too crowded. (R: 17)

Category No. 12
FINANCIAL AIDS

STUDENT

1. The Production Agriculture students should be informed on when they are going to get their GI benefits so they can depend on this in planning their budget. (R: 5)

2. The Moraine Park Veterans Administration should be more active on behalf of the Production Agriculture students for getting their benefits on time. It is difficult to stay in school when they are three months behind in our payments and I am trying to support a farm. (R: 8)

Category No. 14
HIGH SCHOOLS: COOPERATION and COORDINATION WITH MPTI

ADVISORY COMMITTEE

1. The high schools should make their students aware that MPTI offers a Farm Training program. (R: 2)

2. The high school Career Days are used primarily by the speakers as a recruiting day for their own industry instead of a general information day for each field. (R: 18)

STUDENT

3. Agricultural Mechanics students should have priority over high school students in the use of the shops at Beaver Dam. Agricultural Mechanics students should have their own shop separate from the high school students. Too much equipment ends up missing or damaged. (R: 7)

Category No. 15
INSTRUCTIONAL EQUIPMENT and MATERIALS

INSTRUCTOR

1. Materials from the University of Wisconsin Extension which are pertinent to Agriculture Production programs should be made available to us. (R: 13)

ADVISORY COMMITTEE

2. MPTI should have both old and new equipment available for students so they become familiar with both the hand-operated and the automatic equipment. (R: 14)

STUDENT

3. The Agricultural Mechanics students should have more practical and modern tractors to work on in their shop. Too many of them are antiques. (R: 2)

4. There should be more updated equipment in the Food Manufacturing lab such as a Babcock centrifuge, water baths, and a larger autoclave. (R: 5)

5. Students should be able to rent books from the bookstore without buying them. (R: 6)

6. There should be more books in the library. There should be three or four of each reference book because the students can't find the books they're looking for. (R: 10)

7. MPTI should get more reference materials pertaining to the field of canning crops. It is a big industry in our area, and not much information is available on it. (R: 10)

GRADUATE

8. The size of the classes for the Food Manufacturing programs should be limited, or they should get more instructors and facilities. The students don't learn enough unless everyone has the opportunity to use the equipment and do the required work by themselves. (R: 3)

9. The library should have more reference materials in the Food Manufacturing area. There are not enough books for all the students. (R: 10)

10. There should be more equipment similar to that in a regular dairy, such as a wet lab set-up for the Food Manufacturing programs. The students don't learn enough about this equipment from tours to the plants in the area. (R: 13)

Category No. 16
INSTRUCTIONAL METHODS OFF CAMPUS

ADVISORY COMMITTEE

1. The instructors in Farm Training should spend a little more time on farm visits. This should be at least once a month and they should be available when needed to help solve farm problems. (R: 1)

2. There should be more tours in the Farm Training program on different types of farm setups. (R: 6)

3. Internship in Canning and Freezing is cut short by one month during the summer because the students are out of school in May instead of June and we don't have work for them. The schedule should be adjusted so they can get in a full three months. (R: 15)

4. There should be more tours of manufacturers in the Farm Training program, such as Allis-Chalmer and John Deere. (R: 17)

5. Ten percent of the students' program credits should not be earned by their internship. The number of credits earned should be based on the type of job during their internship and how much they can learn on that job. (R: 19)

STUDENT

6. There should be more field trips in the Production Agriculture program. The field trips we have are excellent and we would like more of them. (R: 1)

7. There should be more individualized instruction in the Production Agriculture program---possibly two sessions per month. (R: 1)

8. The Production Agriculture students would like to go to the farms that each man in the program owns or works on to see their operation and to exchange ideas and problems.... (R: 3)

9. The Food Manufacturing students should have more field trips, and the school should provide transportation for the trips.... (R: 12)

10. The Food Manufacturing programs should begin later in the fall and end later in the spring so the students are able to get a full three months internship in during summer vacation. (R: 14)

GRADUATE

11. The Farm Training program should contain more field trips for test plots, farm buildings, and other areas related to farming. (R: 8)

Category No. 17
INSTRUCTIONAL METHODS ON CAMPUS

INSTRUCTOR

1. Need to explore the team teaching concept for winter classes in the Agriculture Production programs. (R: 15)

2. Need to add individualized instruction to the Production Agriculture program. (R: 19)

ADVISORY COMMITTEE

3. Need more demonstrations in the Farm Training program by professionals such as dehorning and castration by veterinarians; tuning, grinding valves, and diesel engines by mechanics; and in spraying by other farmers with more experience. (R: 3)

4. Students do not have the experience in the shop for solving their own problems. Their hand is held too much. (R: 11)

5. The movies and speakers used by instructors in Farm Training should be unbiased and show a variety of products as in the Artificial Insemination Business. The instructor either should have no speakers at all or have someone who knows the business but isn't affiliated with a particular company. (R: 12)

STUDENT

6. The Production Agriculture students would like more lab sessions such as work or discussion sessions instead of strict lecture in their classes. Topics to be discussed could be the setup of a depreciation schedule and the set up of a herd record. (R: 6)

7. The students in the Production Agriculture program should do more work with textbooks and reference materials. If they use the books they have they will have something for a reference after the course is over. (R: 8)

8. The instructor in Plant Operations, Maintenance and Safety should stick to the textbook and teach related materials without going into tangents. (R: 8)

GRADUATE

9. Manufacturers of the new equipment for processing and testing should be invited to come to MPTI to explain their equipment to the Food Manufacturing students and how it is used in the industry. (R: 8)

10. MPTI should have plant managers and employers come in to explain to Food Manufacturing students what is expected of them once they are employed. They could explain the responsibilities and how much is expected from their employees each day. (R: 9)

11. There should be more discussions in the Farm Training program designed to help students share ideas they are concerned about. The instructors could use a questionnaire to determine topics for discussion, or they could have students hand in a list of topics to be discussed. (R: 10)

Category No. 18
INSTRUCTOR CERTIFICATION and QUALIFICATION

ADVISORY COMMITTEE

1. Instructors should be qualified to teach a course before they are certified to teach it. (R: 12)

GRADUATE

2. Qualifications for Farm Training instructors should include a strong background in Agriculture, and being a good organizer. I had a poorly organized instructor when I entered the program, but the one I have now is excellent. It helps the class if the instructor can give an organized presentation of his material to the students. (R: 5)

3. The Communication Skills course should have a more qualified instructor. He should push the students more so they will learn more. The Communication Skills course should be the type of course that will teach the students to talk to the public, similar to the Dale Carnegie course. (R: 12)

Category No. 20
INSTRUCTOR WORK LOAD SCALES, WORK LOAD, and PREPARATION TIME

INSTRUCTOR

1. There is a lack of time for class preparation in Farm Training because of so much on-the-farm instruction, which is very necessary. We should have time to build and exchange instructional materials and plans. (R: 2)

2. Time should be set aside for the instructors to evaluate the Agriculture Production programs and plan next year's program objectives. (R: 10)

STUDENT

1. Don't overload the instructor for the Production Agriculture program so that he spreads himself too thin. There should never be more than two sections of Production Agriculture without hiring an additional instructor. (R: 5)

GRADUATE

2. Some instructors have too heavy a work load to do a good job.... (R: 2)

3. MPTI should let students continue in the Farm Training program after their five years are completed. This would help the student to keep in touch with new changes in farming. They should be refresher-type or post-graduate courses, and the instructors should get paid for the extra work load. (R: 4)

Category No. 21
JOB COUNSELING, JOB PLACEMENT, and EMPLOYER RECRUITMENT

ADVISORY COMMITTEE

1. MPTI counseling department should devote more time to the student whose aptitude is not for the program in which he is interested.... (R: 9)

STUDENT

2. The placement office should supply more information on jobs in Wisconsin, outside the Fond du Lac area, as well as jobs out-of-state. (R: 26)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

INSTRUCTOR

1. Need a slide series for the new enrollee to orient him to what we want from him and can do for him. (R: 9)

ADVISORY COMMITTEE

2. Need better screening of students prior to their entry into the Agricultural Mechanics program as a high percentage are leaving the field. They need to be informed of what to expect in salary and responsibilities. (R: 2)

3. MPTI should test students and advise them if they could potentially be a four-year college graduate in Food Science and MPTI also should advise them of the different job opportunities with a four-year degree versus the two-year vocational program. (R: 5)

4. We should develop a Career Day for the Agricultural Mechanics program. Students or potential students should be able to select several speakers to listen to in order to preview the different areas of the field. They also should see the available facilities. (R: 10)

GRADUATE

5. There should be more screening of students before they enroll in the Food Manufacturing programs. Some of the students aren't qualified and should be screened out of the programs. (R: 15)

Category No. 23
OPEN-ENDED CONCEPT and SUPERMARKET

INSTRUCTOR

1. The five-year curriculum in the Farm Training and Production Agriculture programs should be made to fit the enrollee's problems. There is a need for change at the state level. If a student needs a second-year course in his fourth year, we should give it to him. (R: 5)

ADVISORY COMMITTEE

2. The farmers should be able to take only the parts of the Agricultural Mechanics program that they want, not the whole program. (R: 14)

Category No. 24
PUBLIC RELATIONS

INSTRUCTOR

1. Graduation in Farm Training is a farce. It is only good as public relations. There should be certification after completion of each course; in this way the student has the understanding that he still has a good deal to learn but receives recognition periodically instead of at the end of the five-year period. (R: 18)

ADVISORY COMMITTEE

2. MPTI should make farmers in the district aware of the Agricultural Mechanics program at the Beaver Dam campus. (R: 13)

Category No. 25
RECRUITMENT OF MPTI STUDENTS

ADVISORY COMMITTEE

1. We should recruit students from those working within the industry who are content in their job but could improve their functioning level by partially or totally completing the Food Manufacturing program. (R: 11)

2. Need to recruit students in Agricultural Mechanics from outside the Beaver Dam area. Students are local and they saturate the job market because they do not want to relocate. (R: 15)

STUDENT

3. I had all kinds of problems with the administration as far as getting enrolled in the Production Agriculture program. The clerical staff at the Fond du Lac campus didn't know about the program and referred me to the counselors who also did not know anything. I was finally referred to the instructor and was enrolled in the program. There are too many office staff people working at the school who don't do anything, and we receive no cooperation from them. (R: 9)

Category No. 26
REFRESHER COURSES and CONTINUING EDUCATION

ADVISORY COMMITTEE

1. MPTI should develop one-day seminars in areas such as short time pasteurizing and sanitation for mid-management personnel. When a semester course is offered many interested persons do not attend because of the length. (R: 3)

2. Need to offer continuing education courses such as Organic Chemistry and Microbiology. (R: 4)

3. Need continuing education courses with an on-the-job training basis. This could be the third year of the program. It does not have to be mandatory and it could be taken a few years after graduation. (R: 5)

GRADUATE

4. MPTI should let students continue in the Farm Training program after their five years are completed. This would help the student to keep in touch with new changes in farming. They should be refresher-type or post-graduate courses, and the instructors should be paid for the extra work load. (R: 4)

5. There should be refresher courses offered in the evening for the Food Manufacturing graduates. They could contain some of the new ideas in the field, chemistry, and other job-related materials for Food Manufacturing people. The courses could be for Food Manufacturing graduates as well as industry personnel. (R: 11)

Category No. 27
REGISTRATION and SCHEDULING for INSTRUCTORS

ADVISORY COMMITTEE

1. The instructor in Farm Training should let the farmer know when he is coming and he should keep his appointments. He should have a regular schedule and let the farmer know whether he is coming in the morning or afternoon, so they don't waste the whole day waiting for him. (R: 8)

STUDENT

2. All instructors should keep to their scheduled class time and not require students to stay in class longer than it is scheduled. The Food Manufacturing students can't plan their schedules because they are unsure as to the length of their classes. (R: 7)

GRADUATE

3. Farm Training instructors should schedule a few free days each month so the students are free to call the instructor to get special help when they have a problem. (R: 9)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

ADVISORY COMMITTEE

1. The schedule for evening courses, such as Welding, is too early. The farmer doesn't have time for his chores. Maybe they could start at 8:00 instead of 7:00 p.m. (R: 5)

2. Internship in Canning and Freezing is cut short by one month during the summer because the students are out of school in May instead of June and we don't have work for them. The schedule should be adjusted so they can get in a full three months. (R: 15)

STUDENT

3. The schedule for Production Agriculture students should be changed to avoid a meeting on Wednesday night followed by one on Thursday morning. The schedule should be Monday night, Wednesday during the day, and Thursday night. (R: 2)

4. The Agricultural Mechanics program should begin in October and end in April. There would be longer class days, possibly 8:00 a.m. to 5:00 p.m., in order to include all the required material. Too much time is wasted during the day. Most students have part-time jobs, and they could use the extra time. Even if the year isn't shortened classes should start at 8:00 a.m. every morning. (R: 3)

5. Some classes for the Food Manufacturing students should be rescheduled. The last three semesters they had only one class on certain days, and five or six classes on other days. It is a problem for anyone who has to travel a distance to attend classes. Also, second-year students should have priority in scheduling over first-year students. (R: 3)

6. The schedule for Agricultural Mechanics students should be changed to all-morning or all-afternoon classes to enable the students to work part-time. (R: 4)

7. Limit class size (Production Agriculture) to around 15 students as it presently is. Do not increase the class size as planned in the future. (R: 4)

8. The Production Agriculture class is getting pretty big, and if it gets any larger it should be split into two groups. The class is getting too large for everyone to gain from the course. There should be a limit of 15 students. (R: 6)

9. There would be a lot of people who would join the Production Agriculture class if the day session on Thursday was dropped and possibly rescheduled on Saturday. A number of people are interested in the program, but they work in factories during the day. (R: 11)

10. The Food Manufacturing programs should begin later in the fall and end later in the spring so the students are able to get a full three months internship in during summer vacation. (R: 14)

GRADUATE

11. The size of the classes for the Food Manufacturing programs should be limited, or they should get more instructors and facilities. The students don't learn enough unless everyone has the opportunity to use the equipment and do the required work by themselves. (R: 3)

Category No. 29
REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

INSTRUCTOR

1. All instruction should be based on the student's farm plans and farm resources. (R: 6)

ADVISORY COMMITTEE

2. Students need to be better prepared for communicating on the job. They may be learned in job skills but they cannot communicate it. (R: 1)

3. Need to stress the basics of the Food Manufacturing program with the students before we offer advance courses in the program---we need the middle man in industry. (R: 2)

4. Students should be able to explain as well as recognize why something is wrong. They need experience in school in how to deal with mistakes that are made. (R: 6)

5. Students need to be made aware of how to find out answers to their questions and how to explore the new areas in Food Manufacturing on their own. (R: 7)

6. Instructors in Farm Training should teach methods when they can be implemented, such as teaching planting in spring. (R: 7)

7. Students need to be disciplined and show leadership in quality control and housekeeping. (R: 8)

8. The students need a deeper understanding of the basics and they need to know why they are doing certain things. (R: 8)

9. Students need a class in Human Relations to enable them to communicate better with the customer. They must realize they are salesmen. (R: 9)

10. A basic underlying understanding is much more important than learning each machine, as all machines essentially function alike. (R: 13)

11. The instructors in Farm Training should gear the program toward their students' needs and facilities as in discussing the different soil types. (R: 16)

STUDENT

12. More time should be spent in the Production Agriculture program studying the economic aspects of farming. We should compare one crop with others and with raising animals to see which would have the best market profits for us. (R: 3)

13. More shop time is needed for Agricultural Mechanics students in the Hydraulics class to actually test hydraulic systems, for troubleshooting, and for more detailed work. More hours should be added to the course---maybe another semester. Don't drop the present material. (R: 5)

14. In the Food Manufacturing-Dairy lab the students follow their experiment book to complete an experiment, but they don't actually understand what they're doing. More explanation and more lab time is needed. (R: 9)

15. Change Human Relations to a psychology course the students can use. Presently it is geared to the level of a third-year college psychology student. It should teach the students to get along with other people. (R: 10)

16. There should be a Mechanical Design course for Agricultural Mechanics students in place of Blueprint Reading. The present course should contain less blueprint reading and more actual drawing---at least nine weeks of it. (R: 11)

17. The lecture in Food Manufacturing Technology Topics should be toned down so students can understand it and remain interested during the lecture. (R: 21)

GRADUATE

18. The Farm Training program should be flexible so it can be adapted to the present needs of the students taking the course. Some instructors are doing this now and we feel it is good. (R: 1)

19. There should be more work with split samples or sample techniques included in the lab course in the Food Manufacturing programs. This should include work like you are expected to do on the job, and could be included in the Dairy Processes course. (R: 2)

20. The Plant Operations course for Food Manufacturing students needs to be more specific. The students should learn the basics, such as the new Occupations Safety Hazard Act. There should be a separate course just for the Food Manufacturing students. (R: 6)

21. Possibly the instructor could supply extra help to beef farmers during farm visits if they happen to be in a class with mostly dairy farmers. The farm visits should continue to be on a monthly basis. (R: 11)

22. ....The Communication Skills course should be the type of course that will teach the students to talk to the public, similar to the Dale Carnegie course. (R: 12)

23. The Economics course for the Food Manufacturing programs should be revised. There should be more on the business aspects concerning economics. The Economics course should be on an elective basis for Food Manufacturing students. (R: 16)

Category No. 30
SCHOOL ACTIVITIES

STUDENT

1. Agricultural Mechanics students should have more money available for student activities. These students have to pay for their own bowling and field trips. This money could be obtained by charging dealers in the area a small fee for working on their equipment in shops, or else they could include this extra money in tuition or activity fees. (R: 6)
2. Have more dances and other social activities at MPTI, especially in the spring and fall when it is nice outside. There should be something for students to get to know each other. (R: 19)
3. The bowling team should compete against other schools, not just intra-school. (R: 24)

Category No. 31
SPECIALIZATION TRAINING

INSTRUCTOR

1. Instructors in Agriculture Production programs should have specializations to eliminate some preparation---those who are experts in specific areas should teach in that area. (R: 7)

ADVISORY COMMITTEE

2. Industry should encourage and work more with MPTI in developing specialized courses in Food Manufacturing that are on the vocational-technical level---mid-management. (R: 12)

Category No. 32
MISCELLANEOUS

ADVISORY COMMITTEE

1. The Agricultural Mechanics Apprentice program should divide their curriculum into farm machine repair and factory machine repair. Both should be offered as a full-time program. (R: 17)

STUDENT

2. A school club should be developed for just the Food Manufacturing programs. (R: 25)

3. Too much time is wasted in getting started in the Production Agriculture class. The students should be on time and the class should begin so our time is well spent. (R: 7)

GRADUATE

4. Possibly MPTI could take a survey to see if raising the fees for the Farm Training program to $10 or $20 would help to improve the attendance at the classes. (R: 13)

TRANSCRIBED RESPONSES

GENERAL EDUCATION
DEPARTMENT

INSTRUCTORS - GENERAL EDUCATION

COMPOSITION OF GROUP NO. 1

1. Male, age 23; 2 years as full-time instructor; B.S. degree in Business Administration and Economics, M.S. degree in Business Administration; 2 years of non-teaching (occupation-related) work experience; 2 years of teaching experience; provisional certificate to teach Business Administration and Social Science. Member of NEA, WEA, WBEA.

2. Male, age 39; 3 years as full-time instructor; B.S. degree in English and History, 31 graduate credits in Reading; 3 years of non-teaching (occupation-related) work experience; 13 years of teaching experience; standard certificate to teach Communications and Reading. Member of WEA, NEA, Faculty Assoc. of Moraine Park, Rock River Reading Council, Wis. State Reading Assoc., International Reading Assoc.

3. Male, age 29; 7 years as full-time instructor; B.S. degree in Industrial Education, 30 graduate credits in Industrial Education and Mathematics; 2 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; standard certificate to teach Mathematics, Drafting, and Mechanical Technology. Member of WEA, NEA, WAVAE, AVA, Wis. Mathematics Council, Wis. Trade and Industry Assoc.

4. Male, age 52; 20 years employed by MPTI, 7 years as full-time instructor; B.S. degree in Mathematics, 30 graduate credits in Education; 9½ years of non-teaching (occupation-related) work experience; 17 years of teaching experience; standard certificate to teach Mathematics and Applied Science. Member of WEA, WAVAE, AVA, NEA, Faculty Assoc. of Moraine Park, National Council of Mathematics Teachers, Fond du Lac Area Mathematics Teachers Assoc.

5. Female, age 36; 2 years as full-time instructor; B.S. degree in English, M.S. degree in Curriculum and Instruction, 2 post-grad credits; 7 years of non-teaching (occupation-related) work experience; 7 years of teaching experience; provisional certificate to teach English, Speech, and Reading. Member of WAVAE, WEA, NEA, Faculty Assoc. of Moraine Park, Wis. Reading Assoc., Rock River Reading Council.

RESPONSES OF NOMINAL GROUP NO. 1

1. Responsibilities of the department chairman should be clearly defined in respect to curriculum or we need to develop a lead teacher concept in each discipline. Someone should be responsible for curriculum development. (Pts: 8,8,6) (T: 22) (R: 1)
2. Want in-service meetings with other departments to discuss the needs of students and what materials General Education should be giving their students. (X) (Pts: 1,10,10) (T: 21) (R: 2)
3. Would like a room in which I could set up my equipment and instructional materials. (X) (Pts: 9,7,5) (T: 21) (R: 3)
4. Should have more teacher involvement in the decision making process of the district. (Pts: 6,5,10) (T: 21) (R: 4)
5. Better system of scheduling classes. (Pts: 7,6,6,1) (T: 20) (R: 5)
6. Need more relevant and up-to-date instructional materials. I need time to develop and get materials. (Pts: 10,8) (T: 18) (R: 6)
7. Upgrade technical programs and have a better differentiation between technical and vocational for counseling, instructors, and administrative purposes. (Pts: 10,7) (T: 17) (R: 7)
8. Need a regular evaluation of course materials and instruction by graduates through a method other than questionnaires. (Pts: 9,5) (T: 14) (R: 8)
9. Make Student Services more aware of vocational and technical program content to assist them in directing students into programs for which they are best suited. (X) (Pts: 5,8) (T: 13) (R: 9)
10. Need program advisory committee input on General Education and all General Education instructors should be invited to the committee meetings. (Pts: 2,9) (T: 11) (R: 10)
11. Hire night school vocational-technical credit teachers by certification and ability, not need. (Pts: 6,5) (T: 11) (R: 11)
12. Regulations should be made concerning class size according to the class being taught---need registration control. (Pts: 1,9) (T: 10) (R: 12)
13. Need more cooperative education with employers---on-the-job training. Instructors or coordinators should be given time to supervise and evaluate students. (Pts: 9) (T: 9) (R: 13)
14. Should have an instructor representative on a board for hiring new instructors. (Pts: 8) (T: 8) (R: 14)
15. More individual instruction; we cannot do it now because of scheduling and facilities. (Pts: 7) (T: 7) (R: 15)

16. There should be consistency in the programs Communications instructors teach. Information from advisory committees and knowing the needs of specific programs in relation to the Communications course would help. (Pts: 7) (T: 7) (R: 16)

17.. Implement a master teaching plan for team teaching. (Pts: 3,4) (T: 7) (R: 17)

18. Should have a better orientation program for new students on a more individual basis, by program, as to what the students' responsibilities are. (Pts: 2,4) (T: 6) (R: 18)

19. Should have better communications with the high schools concerning the courses they teach to avoid duplication. (Pts: 3,2) (T: 5) (R: 19)

20. Need to develop a more restrictive policy on student aids to avoid students enrolling just for the money. (X) (Pts: 3,2) (T: 5) (R: 20)

21. Need more communication between Students Services and the instructors and students concerning the student's enrollment status. (X) (Pts: 4) (T: 4) (R: 21)

22. Need a better program advisory system. Advisors need better communication with Student Services for scheduling advisory committee meetings, etc. (Pts: 4) (T: 4) (R: 22)

23. Need better student recruitment---we are missing many people who could be enrolled. (Pts: 4) (T: 4) (R: 23)

24. Need summer employment for instructors in a teaching-related area. (Pts: 3) (T: 3) (R: 24)

25. Need a standard attendance policy initiated again. (Pts: 3) (T: 3) (R: 25)

26. Need more administrative involvement with what is going on in the classroom for better awareness. (X) (Pts: 1,1) (T: 2) (R: 26)

27. Too much duplication of administrators' responsibilities---need more clearly defined job descriptions for them. (X) (Pts: 2) (T: 2) (R: 27)

28. Would like assistance in implementing individualized instruction---would like to review programs which are organized. (No Points) (R: 28)

29. Coordinators should be responsible for the coordination of programs and should develop programs such as on-the-job training. They should concentrate more on full-time programs. (No Points) (R: 29)

30. Need a better grouping of students, with a policy of consistency. (No Points) (R: 30)

31. Need the opportunity or time for conferences with instructors from other technical schools about materials, curriculum, etc. (No Points) (R: 31)

32. Eliminate book work such as nine-week grades and absentee lists. (No Points) (R: 32)

33. Need a review of the certification policy---should institute a committee whose responsibility is to review, including a representative cross section of staff. (No Points) (R: 33)

CATEGORIZATION
OF
TRANSCRIBED RESPONSES

GENERAL EDUCATION
DEPARTMENT

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

INSTRUCTOR

1. Responsibilities of the department chairman should be clearly defined in respect to curriculum.... (R: 1)

2. Need more administrative involvement with what is going on in the classroom for better awareness. (R: 26)

3. Too much duplication of administrators' responsibilities---need more clearly defined job descriptions for them. (R: 27)

4. Coordinators should be responsible for the coordination of programs and should develop programs such as on-the-job training. They should concentrate more on full-time programs. (R: 29)

Category No. 4
ADVISORY COMMITTEES

1. Need program advisory committee input on General Education and all General Education instructors should be invited to the committee meetings. (R: 10)

2. There should be consistency in the programs Communications instructors teach. Information from advisory committees and knowing the needs of specific programs in relation to the Communications course would help. (R: 16)

3. Need a better program advisory system. Advisors need better communication with Student Services for scheduling advisory committee meetings, etc. (R: 22)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

1. Should have a better orientation program for new students on a more individual basis, by program, as to what the students' responsibilities are. (R: 18)

2. Need more communication between Student Services and the instructors and students concerning the student's enrollment status. (R: 21)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

1. Should have more teacher involvement in the decision making process of the district. (R: 4)
2. Upgrade technical programs and have a better differentiation between technical and vocational for counseling, instructors, and administrative purposes. (R: 7)
3. Should have an instructor representative on a board for hiring new instructors. (R: 14)
4. Need a standard attendance policy initiated again. (R: 25)
5. Need a better grouping of students, with a policy of consistency. (R: 30)
6. Eliminate book work such as nine-week grades and absentee lists. (R: 32)

Category No. 11
FACILITIES

1. Would like a room in which I could set up my equipment and instructional materials. (R: 3)
2. More individual instruction; we cannot do it now because of scheduling and facilities. (R: 15)

Category No. 12
FINANCIAL AIDS

1. Need to develop a more restrictive policy on student aids to avoid students enrolling just for the money. (R: 20)

Category No. 13
FOLLOWUP ON GRADUATES

1. Need a regular evaluation of course materials and instruction by graduates by a method other than questionnaires. (R: 8)

Category No. 14
HIGH SCHOOLS: COOPERATION and COORDINATION WITH MPTI

1. Should have better communications with the high schools concerning the courses they teach to avoid duplication. (R: 19)

Category No. 15
INSTRUCTIONAL EQUIPMENT and MATERIALS

1. Need more relevant and up-to-date instructional materials.... (R: 6)

Category No. 16
INSTRUCTIONAL METHODS OFF CAMPUS

1. Need more cooperative education with employers---on-the-job training.... (R: 13)

Category No. 17
INSTRUCTIONAL METHODS ON CAMPUS

1. ....we need to develop a lead teacher concept in each discipline. Someone should be responsible for curriculum and development. (R: 1)
2. Implement a master teaching plan for team teaching. (R: 17)

Category No. 18
INSTRUCTOR CERTIFICATION and QUALIFICATION

1. Hire night school vocational-technical credit teachers by certification and ability, not need. (R: 11)
2. Need a review of the certification policy---should institute a committee whose responsibility is to review including a representative cross section of staff. (R: 33)

Category No. 19
INSTRUCTOR IMPROVEMENT: IN-SERVICE and WORKSHOPS

1. Want in-service meetings with other departments to discuss the needs of students and what materials General Education should be giving their students. (R: 2)
2. Need summer employment for instructors in a teaching-related area. (R: 24)
3. Would like assistance in implementing individualized instruction---would like to review programs which are organized. (R: 28)
4. Need the opportunity or time for conferences with instructors from other technical schools about materials, curriculum, etc. (R: 31)

Category No. 20
INSTRUCTOR WORK LOAD SCALES, WORK LOAD, and PREPARATION TIME

1. ....I need time to develop and get materials. (R: 6)
2. ....Instructors or coordinators should be given time to supervise and evaluate students. (R: 13)
3. There should be consistency in the programs Communications instructors teach.... (R: 16)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

1. Make Student Services more aware of vocational and technical program content to assist them in directing students into programs in which they are best suited. (R: 9)

Category No. 23
RECRUITMENT OF MPTI STUDENTS

1. Need better student recruitment---we are missing many people who could be enrolled. (R: 23)

Category No. 27
REGISTRATION and SCHEDULING for INSTRUCTORS

1. Regulations should be made concerning class size according to the class being taught---need registration control. (R: 12)

2. More individual instruction; we cannot do it now because of scheduling. (R: 15)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

1. Better system of scheduling classes. (R: 5)

TRANSCRIBED RESPONSES

MANAGEMENT

STAFF

MANAGEMENT STAFF

COMPOSITION OF GROUP NO. 1

1. Male, age 38; B.S. degree in Business and Distributive Education, M.S. degree in Business and Distributive Education, 9 post-grad credits in Vocational Education; employed 5 years by MPTI; has held present position for 5 years.

2. Female, age 49; B.S. degree in Health Education, M.S. degree in Health Education, 48 post-grad credits in Health Education; employed 3 years by MPTI; has held present position for 3 years.

3. Female, age 47; B.S. degree in Home Economics, 6 graduate credits; employed 8 years by MPTI; has held present position for 4½ months.

4. Male, age 63; B.S. degree in Agricultural Education, M.S. degree in Public School Administration and Agricultural Education, post-grad credits in Vocational Education; employed 6 years by MPTI; has held present position for 3 years.

5. Male, age 63; B.A. degree, L.L.B, J.D. (Ph.D.); employed 4 years by MPTI; has held present position for 4 years.

6. Male, age 36; B.S. degree in Agricultural Education, M.S. degree in Agricultural Education, 23 post-grad credits in Education Specialist (candidate); employed 7 years by MPTI; has held present position for 4 years.

RESPONSES OF NOMINAL GROUP NO. 1

1. There is a need for a written district management policy book. (Pts: 5,4,10,10,9,10) (T: 48) (R: 1)

2. There is very poor internal public relations and communications at MPTI. (X) (Pts: 6,6,7,10,6) (T: 35) (R: 2)

3. There are gross inequities in salary increases between and within management staff and instructors. (XXXXX) (Pts: 10,5,6,6,7) (T: 34) (R: 3)

4. Contracts, including salary, should be issued by the legal dates that are set. The coordinators have no bargaining power, and the administration has a take-it-or-leave-it attitude. (XXX) (Pts: 9,8,9,3,4) (T: 33) (R: 4)

5. There is insecurity in job assignments in Field Services as emphasized by the number of changes in coordinating personnel, especially in trade and industry, home economics, and health assignments. (XX) (Pts: 7,5,8,3,8) (T: 31) (R: 5)

6. MPTI should be concerned with meeting the needs of the students and employers, not with maintaining such a differentiation between full-time and part-time programs. (XX) (Pts: 9,6,9) (T: 24) (R: 6)

7. Emphasis is placed on the personalitites of MPTI personnel, not on students' needs. There is too much kingdom building and cronyism. (Pts: 3,8,8,5) (T: 34) (R: 7)

8. There is too much hucksterism by the administrators. MPTI staff should have a choice in their contributions or a revolving fund should be initiated to cover such contributions. Input on this matter by the coordinators is desired. (Pts: 7,7) (T: 14) (R: 8)

9. Coordinators have too many assigned duties other than pure coordination. This includes too many errands to run that could be handled by others. (Pts: 10,2) (T: 12) (R: 9)

10. There is not enough understanding of the coordinators' role and of their efforts. This is especially true internally. (Pts: 9,2) (T: 11) (R: 10)

11. There are too many meetings that coordinators are required to attend which aren't productive. They are a duplication of the same material covered in previous meetings. (Pts: 4,3,4) (T: 11) (R: 11)

12. MPTI should have a standard procedure for reporting system. (Pts: 8) (T: 8) (R: 12)

13. There is a lack of cooperation between departments in the development of interrelated programs. (Pts: 4,4) (T: 8) (R: 13)

14. A review should be made of the team and the procedures, for hiring new staff. A policy should be developed listing qualified persons who should have a say in hiring new personnel. (Pts: 7) (T: 7) (R: 14)

15. MPTI should be able to offer elective courses to their students that later on can be slotted into full-time programs offered in our district or in other districts. (Pts: 5) (T: 5) (R: 15)

16. There is a lack of recognition of problems by the administration and of making changes necessary for the improvement of the curriculum, such as changes in instructors and in course outlines and objectives. (X) (Pts: 5) (T: 5) (R: 16)

17. There should be better coordination in the use of instructional equipment and materials between the full-time programs and the field courses. (Pts: 2,1,1) (T: 4) (R: 17)

18. Should provide more flexibility in class size for field programs and courses that are vocationally oriented. (Pts: 3) (T: 3) (R: 18)

19. Should have a two-year associate degree program in Police Science operated throughout our district in the fall of 1975. (Pts: 3) (T: 3) (R: 19)

20. The budget should be departmentalized so the coordinators know where funds are being spent. There is inequality in monies and in the selection of persons to attend conferences and conventions. (Pts: 1,2) (T: 3) (R: 20)

21. The district should reimburse membership dues in civic organizations for those who are responsible to join such organizations for outside contacts. (Pts: 2) (T: 2) (R: 21)

22. Don't have enough facilities available for part-time day courses and programs. This includes in-service and workshops. (Pts: 2) (T: 2) (R: 22)

23. There is poor maintenance of district-owned cars. (Pts: 1) (T: 1) (R: 23)

24. Adult center supervisors should use coordinators more and vice-versa. (Pts: 1) (T: 1) (R: 24)

25. The administration fails to realize that if we get adults interested in part-time and evening courses it will stimulate interest for their children and others to enroll in our full-time programs in the future. (Pts: 1) (T: 1) (R: 25)

26. Members of the administration should drop in on some of the field courses to welcome and to show interest to persons attending these courses. (No Points) (R: 26)

27. All MPTI staff should have a better understanding of the role of part-time versus full-time programming. (No Points) (R: 27)

28. The administration should allow for one new innovative class or program each year with funds available for it. (No Points) (R: 28)

*****

MANAGEMENT STAFF

COMPOSITION OF GROUP NO. 2

1. Female, age 56; B.S. degree in Nursing Education and Public Health Nursing, M.S. degree in Nursing Education, 14 post-grad credits; employed 5½ years by MPTI; has held present position for 5½ years.

2. Male, age 33; B.S. degree in English and Philosophy, M.S. degree in Educational Psychology, Guidance and Counseling, 21 post-grad credits in Vocational Education and Counseling; employed 3 years by MPTI; has held present position for 3 years.

3. Female, age 62; B.S. degree in Education, M.S. degree in Library Science, 4 post-grad credits in Vocational Education; employed 8 years by MPTI; has held present position for 8 years.

4. Male, age 52; B.S. degree in Physical Education, M.S. degree in Education, 34 post-grad credits in Guidance Education; employed 7 years by MPTI; has held present position for 7 years.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need better defined job descriptions with input from MPTI employees. They should define areas of responsibility and to whom each employee is responsible. (XXX) (Pts: 9,10,8,5) (T: 32) (R: 1)
2. The Instructional Services department should prepare student schedules at an earlier date in order to have registration at an earlier time. This would give students time to better plan out their school year. (X) (Pts: 6,10,10) (T: 26) (R: 2)
3. There should be involvement of faculty and department chairmen in setting up prerequisites for vocational-technical courses. (Pts: 8,5,7) (T: 20) (R: 3)
4. Review all Student Services department assignments and add additional staff based on priorities determined by all Student Services personnel. (X) (Pts: 9,9) (T: 18) (R: 4)
5. A better system has to be worked out for advanced standing and credit. It should be made readily available to all students at all levels. (X) (Pts: 6,7,2,1) (T: 16) (R: 5)
6. Need additional facilities and space for group study and discussions and to insure silence in the library. (Pts: 7,8) (T: 15) (R: 6)
7. Should establish prevocational-technical credit courses for students needing upgrading of academic skills, especially the remedial skills. (Pts: 2,3,9) (T: 14) (R: 7)
8. There should be more faculty involvement in career planning, school activities, and educational decision making. (X) (Pts: 3,1,6,3) (T: 13) (R: 8)
9. There should be more staff involvement in district policy formation and in decision making. (Pts: 3,4,4) (T: 11) (R: 9)
10. Need a better system for recruiting nursing faculty including more advertising and a better means of obtaining names. (Pts: 10) (T: 10) (R: 10)
11. There should be individual offices for all faculty members. (Pts: 8) (T: 8) (R: 11)
12. Secretaries should be assigned to Student Services personnel so that assigned tasks can be performed by the same secretary, and also for the secretaries to establish clearer responsibilities. (Pts: 7) (T: 7) (R: 12)
13. Need better communications and internal public relations with other MPTI staff, and especially with the administration. Our messages have to go through too many channels. (X) (Pts: 6) (T: 6) (R: 13)
14. There should be a long range plan and a commitment by the district for degree and diploma courses in evening school. (X) (Pts: 1,5) (T: 6) (R: 14)

15. Establish relaxed guidelines for full-time staff for conferences and for continuing education. (Pts: 4,2) (T: 6) (R: 15)

16. There should be more involvement by the staff in each particular area in the hiring and orientation of new staff and instructors. (Pts: 4,1) (T: 5) (R: 16)

17. MPTI should develop the Nursing Assistant program to a one-semester program offered on a regular basis. (Pts: 5) (T: 5) (R: 17)

18. Include a presentation on personal hygiene and suggestions on grooming and clothing as a part of the general student orientation. (Pts: 2) (T: 2) (R: 18)

19. There should be a in-service session for all faculty and administration on the clarification of school policies. (No Points) (R: 19)

CATEGORIZATION
OF
TRANSCRIBED RESPONSES

MANAGEMENT
STAFF

Category No. 1
ADDITION OF A COURSE OR PROGRAM

MANAGEMENT STAFF

1. Should establish prevocational-technical credit courses for students needing upgrading of academic skills, especially the remedial skills. (R: 7)

2. Should have a two-year associate degree program in Police Science operated through our district in the fall of 1975. (R: 19)

Category No. 2
ADDITIONAL STAFF - MPTI CAMPUS

1. Review all Student Services department assignments and add additional staff based on priorities determined by all Student Services personnel. (R: 4)

2. Need a better system for recruiting nursing faculty including more advertising and a better means of obtaining names. (R: 10)

3. A review should be made of the team and procedures, for hiring new staff. A policy should be developed listing qualified persons who should have a say in hiring new personnel. (R: 14)

4. There should be more involvement by the staff in each particular area in the hiring and orientation of new staff and instructors. (R: 16)

Category No. 3
ADMINISTRATORS, MANAGEMENT STAFF, and ADMINISTRATION

1. Contracts, including salary, should be issued by the legal dates that are set. The coordinators have no bargaining power, and the administration has a take-it-or-leave-it attitude. (R: 4)

2. There is insecurity in job assignments in Field Services as emphasized by the number of changes in coordinating personnel, especially in trade and industry, home economics, and health assignments. (R: 5)

3. Emphasis is placed on the personalities of MPTI personnel, not on students' needs. There is too much kingdom building and cronyism. (R: 7)

4. There is too much hucksterism by the administrators. MPTI staff should have a choice in their contributions or a revolving fund should be initiated to cover such contributions. Input on this matter by the coordinators is desired. (R: 8)

5. Coordinators have too many assigned duties other than pure coordination. This includes too many errands to run that could be handled by others. (R: 9)

6. There should be a long range plan and a commitment by the district for degree and diploma courses in evening school. (R: 14)

7. There is a lack of recognition of problems by the administration and of making changes necessary for the improvement of the curriculum, such as changes in instructors and in course outlines and objectives. (R: 16)

8. The administration fails to realize that if we get adults interested in part-time and evening courses it will stimulate interest for their children and others to enroll in our full-time programs in the future. (R: 25)

9. Members of the administration should drop in on some of the field courses to welcome and to show interest to persons attending these courses. (R: 26)

10. The administration should allow for one new innovative class or program each year with funds available for it. (R: 28)

Category No. 5
COMMUNICATIONS: INTRA-SCHOOL

1. There is very poor internal public relations and communications at MPTI. (R: 2)

2. There is not enough understanding of the coordinators' role and of their efforts. This is especially true internally. (R: 10)

3. There is a lack of cooperation between departments in the development of interrelated programs. (R: 13)

4. Need better communications and internal public relations with other MPTI staff, and especially with the administration. Our messages have to go through too many channels. (R: 13)

5. Include a presentation on personal hygiene and suggestions on grooming and clothing as a part of the general student orientation. (R: 18)

6. Adult center supervisors should use coordinators more and vice-versa. (R: 24)

7. All MPTI staff should have a better understanding of the role of part-time versus full-time programming. (R: 27)

Category No. 8
DISTRICT/SCHOOL POLICIES, RULES, and REGULATIONS

1. There is a need for a written district management policy book. (R: 1)
2. Need better defined job descriptions with input from MPTI employees. They should define areas of responsibility and to whom each employee is responsible. (R: 1)
3. There should be involvement of faculty and department chairmen in setting up prerequisites for vocational-technical courses. (R: 3)
4. There are gross inequities in salary increases between and within management staff and instructors. (R: 3)
5. Contracts, including salary, should be issued by the legal dates that are set. The coordinators have no bargaining power, and the administration has a take-it-or-leave-it attitude. (R: 4)
6. A better system has to be worked out for advanced standing and credit. It should be made readily available to all students at all levels. (R: 5)
7. MPTI should be concerned with meeting the needs of the students and employers, not with maintaining such a differentiation between full-time and part-time programs. (R: 6)
8. There should be more faculty involvement in career planning, school activities, and educational decision making. (R: 8)
9. There should be more staff involvement in district policy formation and in decision making. (R: 9)
10. There are too many meetings that coordinators are required to attend which aren't productive. They are a duplication of the same material covered in previous meetings. (R: 11)
11. MPTI should have a standard procedure for reporting system. (R: 12)
12. Secretaries should be assigned to Student Services personnel so that assigned tasks can be performed by the same secretary, and also for the secretaries to establish clearer responsibilities. (R: 12)
13. A review should be made of the team and the procedures, for hiring new staff. A policy should be developed listing qualified persons who should have a say in hiring new personnel. (R: 14)
14. Establish relaxed guidelines for full-time staff for conferences and for continuing education. (R: 15)
15. There should be more involvement by the staff in each particular area in the hiring and orientation of new staff and instructors. (R: 16)

16. Include a presentation on personal hygiene and suggestions on grooming and clothing as a part of the general student orientation. (R: 18)

17. There should be an in-service session for all faculty and administration on the clarification of school policies. (R: 19)

18. The budget should be departmentalized so the coordinators know where funds are being spent. There is inequality in monies and in the selection of persons to attend conferences or conventions. (R: 20)

19. The district should reimburse membership dues in civic organizations for those who are responsible to join such organizations for outside contacts. (R: 21)

Category No. 9
ELECTIVE COURSES

1. MPTI should be able to offer elective courses to their students that later on can be slotted into full-time programs offered in our district or in other districts. (R: 15)

Category No. 11
FACILITIES

1. Need additional facilities and space for group study and discussions and to insure silence in the library. (R: 6)

2. There should be individual offices for all faculty members. (R: 11)

3. Don't have enough facilities available for part-time day courses and programs. This includes in-service and workshops. (R: 22)

4. There is poor maintenance of district-owned cars. (R: 23)

Category No. 15
INSTRUCTIONAL EQUIPMENT and MATERIALS

1. There should be better coordination in the use of instructional equipment and materials between the full-time programs and the field courses. (R: 17)

Category No. 22
MPTI VOCATIONAL COUNSELING, TESTING, and PROGRAM PLACEMENT

1. There should be more faculty involvement in career planning.... (R: 8)

Category No. 23
OPEN-ENDED CONCEPT and SUPERMARKET

1. MPTI should be able to offer elective courses to their students that later on can be slotted into full-time programs offered in our district or in other districts. (R: 15)

Category No. 28
REGISTRATION and SCHEDULING for STUDENTS

1. The instructional services department should prepare student schedules at an earlier date in order to have registration at an earlier time. This would give students time to better plan out their school year. (R: 2)
2. There should be a long range plan and a commitment by the district for degree and diploma courses in evening school. (R: 14)
3. Should provide more flexibility in class size for field programs and courses that are vocationally oriented. (R: 18)

Category No. 29
REVISION OF COURSES - CHANGE IN COURSE OBJECTIVES

1. MPTI should develop the Nursing Assistant program to a one-semester program offered on a regular basis. (R: 17)

Category No. 30
SCHOOL ACTIVITIES

1. There should be more faculty involvement in.... school activities.... (R: 8)

ANALYSIS

Category Frequency Table 277

Percent of Nominal Groups Identifying Problems in Each Category 280

Priority Ranking of Problem Areas 282

Re-Ranking 284

Advisory Committee Questionnaire 295

    Purpose and Function of Advisory Committee 296

    Advisory Committee Questionnaire 296

    Results of Advisory Committee Questionnaire 296–306

Employer Questionnaire 307

    Need for Employer Questionnaire 308

    Explanation of Employer Questionnaire 308

    Results of Employer Questionnaire 309–318

TABLE 13

CATEGORY FREQUENCY TABLE

In this table an analysis of each category of problem-responses is presented. All 32 categories are listed, and following each category the number of responses in that category ranking from 1 to 10, the mean rank of these ten highest ranking responses, and the total number of responses placed in the category are indicated according to whether the response was furnished by an instructor, an employer, an advisory committee member, a student, a graduate of MPTI, or a member of the MPTI management staff. The final column on the right hand side of the table indicates the total number of responses in the category, the total number of responses ranking 1 to 10, and the percent of the total responses in the category that have a rank of 1 to 10. The grand total of all responses will be found in the lower right-hand corner of the table.

This table presents the reader with an overview of all problem areas recorded in Nominal Group sessions and enables the reader to determine which segment---instructor, advisory committee member, student, etc.---is more concerned with the particular problem area. For example, in Category No. 1 - Addition of a Course or Program, 49 out of the 59 responses placed in the category were expressed in student and graduate Nominal Group sessions. This indicates that students and graduates are highly concerned with additional courses and programs while instructors, advisory committee members, employers, and management staff do not consider the need for additional courses and programs as a serious problem at MPTI.

TABLE 13

CATEGORY FREQUENCY TABLE

PARTICIPANTS

CATEGORIES	INSTRUCTOR			EMPLOYER			ADVISORY COMMITTEE		
Addition of a Course or Program	3	3.33	6	1	8.00	1	1	9.00	1
Additional Staff - MPTI Campus	9	5.33	18						
Administrators, Management Staff, and Administration	9	5.67	20				0	0	1
Advisory Committees	3	9 9.00	10				28	5.71	41
Communications: Intra-School	3	4.00	11				0	0	2
Communications: MPTI With Business and Industry	1	8 8.00	3	1	6.00	2	2	6.50	5
Deletion of a Course or Program	0	0	1						
District/School Policies, Rules, and Regulations	9	5.89	26				2	2.50	2
Elective Courses	3	7.00	6				0	0	1
Examinations and Grading							0	0	1
Facilities	12	6.50	24						
Financial Aids	0	0	1						
Followup on Graduates	2	6.00	2				0	0	1
High Schools: Cooperation and Coordination with MPTI	0	0	3				1	2.00	6
Instructional Equipment and Materials	7	5.43	14	1	5.00	1	0	0	2
Instructional Methods Off Campus	1	6.00	4	0	0	1	5	6.80	11
Instructional Methods On Campus	1	1.00	8				1	3.00	6
Instructor Certification and Qualification	2	5.50	8				0	0	1
Instructor Improvement: In-Service and Workshops	2	3.50	13				2	1.00	3
Instructor Work Load Scales, Work Load, and Preparation Time	16	4.13	21						
Job Counseling, Job Placement, and Employer Recruitment	1	8.00	2	0	0	1	6	4.83	8
MPTI Vocational Counseling, Testing, and Program Placement	7	6.14	12				7	6.57	8
Open-Ended Concept and Supermarket	3	4.00	7				0	0	2
Public Relations	1	4.00	3				1	5.00	2
Recruitment of MPTI Students	1	10.00	2				1	5.00	5
Refresher Courses and Continuing Education	0	0	2	1	9.00	1	4	3.50	4
Registration and Scheduling for Instructors	0	0	8				1	8.00	1
Registration and Scheduling for Students	6	5.00	9				1	5.00	3
Revision of Courses - Change in Course Objectives	2	5.00	9	5	4.60	5	19	5.72	23
School Activities									
Specialization Training	1	7.00	1	1	4.00	1	0	0	1
Miscellaneous	1	7.00	2				0	0	1
TOTAL	106	—	256	10	—	13	81	—	142
	Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses	Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses	Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses

PARTICIPANTS

STUDENT			GRADUATE			MANAGEMENT STAFF			TOTAL			CATEGORIES
Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses	Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses	Number of Responses Ranking 1-10 *	Mean Rank of Responses Ranking 1-10	Total Ranked Responses	Number of Responses Ranking 1-10 *	Total Ranked Responses	Percent of Total Responses Ranking 1-10	
23	4.52	27	18	4.06	22	1	7.00	2	47	59	79.7	Add Course
9	7.11	10	4	4.50	6	2	7.00	3	24	37	64.9	Additional Staff
1	1.00	1				5	6.60	10	15	32	46.9	Administration
									31	51	60.8	Advisory Committees
10	5.10	19				2	6.00	7	15	39	38.5	Communications: Intra-School
			2	8.00	5				6	15	40.0	Communications: MPTI With B & I
8	3.88	18	2	5.00	7				10	26	38.5	Deletion of a Course or Program
16	5.44	42	7	5.29	16	9	4.44	19	43	105	41.0	District/School Policies
5	7.80	9	5		9	0	0	1	13	26	50.0	Elective Courses
6	6.00	13	0	0	1				6	15	40.0	Examinations and Grading
13	6.08	24	5	6.80	7	1	6.00	4	31	69	44.9	Facilities
3	7.00	5	1	10.00	1				4	7	57.1	Financial Aids
			0	0	1				2	4	50.0	Followup on Graduates
3	5.33	6							4	14	28.6	High Schools
20	6.00	26	4	7.50	9	0	0	1	32	53	60.4	Instructional Equipment and Materials
8	3.00	15	3	4.33	4				17	35	48.6	Instructional Methods Off Campus
18	5.50	24	4	9.00	6				24	44	54.5	Instructional Methods On Campus
3	3.33	3	3	6.33	6				8	18	44.4	Instructor Certification
									4	16	25.0	Instructor Improvement
1	5.00	2	2	3.00	3				19	26	73.1	Instructor Work Load
2	4.50	3	1	10.00	1				10	15	66.7	Job Counselling
3	3.33	6	4	9.25	5	1	8.00	1	22	32	68.8	MPTI Vocational Counselling
						0	0	1	3	10	30.0	Open-Ended Concept
1	6.00	3	2	6.50	3				5	11	45.5	Public Relations
4	7.25	6							6	13	46.2	Recruitment of MPTI Students
0	0	1	5	5.80	3				10	16	62.5	Refresher Courses
1	7.00	2	2	8.50	2				4	13	30.8	Regis. & Sched. for Instructors
18	5.39	34	2	5.50	7	1	2.00	3	28	56	50.0	Regis. & Sched. for Students
42	5.62	57	21	4.62	38	0	0	1	88	133	66.2	Revision of Courses
2	5.00	10	0	0	1	1	8.00	1	3	12	25.0	School Activities
1	1.00	1	[illegible]	4.75	5				7	9	77.8	Specialization Training
1	7.00	6	0	0	1				2	10	20.0	Miscellaneous
222	—	382	101	—	174	23	—	54	543	1021	53.2	TOTAL

TABLE 14

PERCENT OF NOMINAL GROUPS IDENTIFYING PROBLEMS IN EACH CATEGORY

A valuable criteria for determining the importance of problem-responses is the percent of Nominal Group sessions that identify problem areas in each category. Table 14 notes the percent of the total number of Nominal Group sessions (48 sessions were conducted) which identified problem areas in each category. For example, responses for additional courses and programs (Category No. 1) were mentioned in 70.8% (34) of the 48 Nominal Group sessions.

TABLE 14

PERCENT OF NOMINAL GROUPS IDENTIFYING PROBLEMS IN EACH CATEGORY

		PERCENT						
Category Number	Title	Student	Instructor	Advisory Committee	Graduate	Employer	Management Staff	Total
29	Revision of Courses-Change in Course Objectives	100.0	66.7	75.0	100.0	100.0	50.0	87.5
8	District/School Policies, Rules, and Regulations	89.5	100.0	25.0	100.0	0.0	100.0	81.3
1	Addition of a Course or Program	84.2	55.6	12.5	100.0	100.0	100.0	70.8
15	Instructional Equipment and Materials	73.7	88.9	25.0	66.7	100.0	50.0	66.7
28	Registration and Scheduling for Students	84.2	66.7	37.5	55.6	0.0	100.0	66.7
17	Instructional Methods On Campus	78.9	55.6	62.5	55.6	0.0	0.0	62.5
11	Facilities	73.7	77.8	0.0	66.7	0.0	100.0	60.4
16	Instructional Methods Off Campus	52.6	44.4	75.0	44.4	100.0	0.0	52.1
5	Communications: Intra-School	68.4	77.8	25.0	0.0	0.0	100.0	50.0
2	Additional Staff - MPTI Campus	42.1	77.8	0.0	55.6	0.0	100.0	45.8
22	MPTI Vocational Counseling, Testing, and Program Placement	21.1	77.8	62.5	55.6	0.0	50.0	45.8
7	Deletion of a Course or Program	68.4	11.1	0.0	66.7	0.0	0.0	41.7
9	Elective Courses	26.3	44.4	12.5	66.7	0.0	50.0	35.4
4	Advisory Committees	0.0	77.8	87.5	0.0	0.0	0.0	29.2
26	Refresher Courses and Continuing Education	5.3	22.2	37.5	77.8	100.0	0.0	29.2
3	Administrators, Management Staff, and Administration	5.3	100.0	12.5	0.0	0.0	100.0	27.1
6	Communications: MPTI With Business and Industry	0.0	22.2	62.5	55.6	100.0	0.0	27.1
20	Instructor Work Load Scales, Work Load, and Preparation Time	10.5	100.0	0.0	22.2	0.0	0.0	27.1
10	Examinations and Grading	52.6	0.0	12.5	11.1	0.0	0.0	25.0
18	Instructor Certification and Qualification	10.5	44.4	12.5	55.6	0.0	0.0	25.0
21	Job Counseling, Job Placement, and Employer Recruitment	15.8	22.2	62.5	11.1	100.0	0.0	25.0
25	Recruitment of MPTI Students	21.1	22.2	62.5	0.0	0.0	0.0	22.9
30	School Activities	47.4	0.0	0.0	11.1	0.0	50.0	22.9
14	High Schools: Cooperation and Coordination with MPTI	15.8	33.3	50.0	0.0	0.0	0.0	20.8
24	Public Relations	15.8	33.3	25.0	22.2	0.0	0.0	20.8
19	Instructor Improvement: In-Service and Workshops	0.0	66.7	37.5	0.0	0.0	0.0	18.8
27	Registration and Scheduling for Instructors	10.5	44.4	12.5	22.2	0.0	0.0	18.8
31	Specialization Training	11.1	11.1	12.5	55.6	100.0	0.0	18.8
32	Miscellaneous	26.3	22.2	12.5	11.1	0.0	0.0	18.8
23	Open-Ended Concept and Supermarket	0.0	55.6	25.0	0.0	0.0	50.0	16.7
12	Financial Aids	21.1	11.1	0.0	11.1	0.0	0.0	12.5
13	Followup on Graduates	0.0	22.2	12.5	11.1	0.0	0.0	8.3

TABLE 15

PRIORITY RANKING OF PROBLEM AREAS

This table indicates the priority of category problem areas as expressed in the Nominal Group sessions. The 32 categories are presented in their order of priority as determined by the total number of responses placed in the category. Also presented in this table is the percent of the total responses that have been placed in each category. Category No. 1 - Addition of a Course or Program contains 59 responses which is 4th ranked. These 59 responses are 5.8% of the 1,021 total responses.

TABLE 15

PRIORITY RANKING OF PROBLEM AREAS

Category Number	Title	Priority Rank	Total Number of Responses in Category	Percent of Responses in Category
29	Revisions of Courses - Change in Course Objectives	1	133	13.0
8	District/School Policies, Rules, and Regulations	2	105	10.3
11	Facilities	3	69	6.8
1	Addition of a Course or Program	4	59	5.8
28	Registration and Scheduling for Students	5	56	5.5
15	Instructional Equipment and Materials	6	53	5.2
4	Advisory Committees	7	51	5.0
17	Instructional Methods On Campus	8	44	4.3
5	Communications: Intra-School	9	39	3.8
2	Additional Staff - MPTI Campus	10	37	3.6
16	Instructional Methods Off Campus	11	35	3.4
3	Administrators, Management Staff, and Administration	12	32	3.1
22	MPTI Vocational Counseling, Testing, and Program Placement	13	32	3.1
7	Deletion of a Course or Program	14	26	2.5
9	Elective Courses	15	26	2.5
20	Instructor Work Load Scales, Work Load, and Preparation Time	16	26	2.5
18	Instructor Certification and Qualification	17	18	1.8
19	Instructor Improvement: In-Service and Workshops	18	16	1.6
26	Refresher Courses and Continuing Education	19	16	1.6
6	Communications: MPTI With Business and Industry	20	15	1.5
10	Examinations and Grading	21	15	1.5
21	Job Counseling, Job Placement, and Employer Recruitment	22	15	1.5
14	High Schools: Cooperation and Coordination With MPTI	23	14	1.4
25	Recruitment of MPTI Students	24	13	1.3
27	Registration and Scheduling for Instructors	25	13	1.3
30	School Activities	26	12	1.2
24	Public Relations	27	11	1.1
23	Open-Ended Concept and Supermarket	28	10	1.0
32	Miscellaneous	29	10	1.0
31	Specialization Training	30	9	.9
12	Financial Aids	31	7	.7
13	Followup on Graduates	32	4	.4

RE-RANKING
OF
NOMINAL GROUP SESSION
RESULTS

RELIABILITY OF PRIORITY RANKINGS

As has been previously stated, the final two steps in the Nominal Group Problem Identification Method consist of the selection of the ten most important responses from the total responses given by the participants, and the ranking of these ten most important responses in the order of their priority.

To determine the reliability of the priority ranking of problem areas as derived from the Nominal Group sessions, a re-ranking procedure was selected to test the correlation between the original priority ranking in the Nominal Group session and a second priority ranking taken after a time interval. This test of the stability of the ranking by the Nominal Group participants who originally identified the problems would show the reliability of the original responses and prove the responses that were stated are real and important problem areas. If the Nominal Group participants, after an elapsed period of time, feel the problem areas to be equally as significant as during the Nominal Group session, then the ranking of priority problem areas is truely a reliable indication of the importance of these problem areas.

The procedure that was selected for the re-ranking of problem areas consists of a letter explaining the procedure to be used to complete the re-ranking form (see Appendix D-1), and the actual re-ranking form which is a copy of the Nominal Group responses in their original order with no points or rank affixed to them. The participants were instructed to select the ten responses which they felt to be the most important and to mark these responses with a check (X). They were further instructed to rank the ten responses which they had checked in order of their priority, giving the most important response 10 points, the second most important response 9 points, etc.

To determine the correlation and the significance between the two separate rankings of problem areas by the Nominal Group participants, a rank order coefficient (Spearman's Rho Coefficient) was selected, and a significance level of 1% was chosen.[9]

Spearman's Rho Coefficient is determined by the formula:

$$\text{Rho} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

where D is the difference between the two priority rankings given to each response and N is the total number of responses being ranked in the Nominal Group session.

This re-ranking process was used by a sample of five Nominal Group sessions. This sample includes the Agriculture instructor Nominal Group; the Fashion Merchandising, Industrial Marketing, and Marketing advisory committee; students from the Clerk Typist program at the West Bend campus and from the Practical Nursing program at the Fond du Lac campus; and the Food Manufacturing graduate Nominal Group.

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[9] J.P. Guilford, *Fundamental Statistics in Psychology and Education*, 4th edition. McGraw Hill, New York, N.Y., 1965.

No participants from the five Nominal Group sessions which were re-ranked had any prior knowledge that they were going to complete this process. Nominal Group sessions were selected to complete the re-ranking process at random. In most cases, this process was completed within two weeks after the original Nominal Group session. However, in the case of the Agriculture instructors, the re-ranking process was completed one month after the original meeting had been conducted.

In view of the high significance level, the re-ranking supports the theory that the problem areas stated are real problem areas with lasting priority value to the participants.

In addition to the re-ranking of the responses from the five Nominal Group sessions, the researcher selected to compare the ranking of the responses from the Practical Nursing students who participated in a Nominal Group session with the ranking of these same responses by the entire Practical Nursing class. The rationale for this was to determine if the Nominal Group participants are a true representative of the entire group of which they are a part. Four students participated in the Nominal Group sessions which represented 27 members in the Practical Nursing class.

Spearman's Rho Coefficient was again used to determine the correlation between the two rankings. This correlation was not significant at the 1% level which had been selected for the re-ranking of the Nominal Group responses. Yet it shows a positive correlation between the two rankings and it approaches significance at the 5% level. Therefore, we can conclude that the Nominal Group participants are a fairly accurate representation of the entire group to which they belong.

TABLE 16

RE-RANK DATA

AGRICULTURE INSTRUCTORS

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
1	None	None	0	0	19.0	18.5
2	10,7,1,3	3,1,10,5	21	19	5.5	8.5
3	2,10,2,9	2,7,8,10,2	23	29	2.5	2.0
4	5,8,5	1,5,7,7	18	20	7.0	6.5
5	2,5,4	9,6	11	15	14.0	10.0
6	6,6,10	10,2,3,4	22	19	4.0	8.5
7	4,2	4	6	4	16.5	15.0
8	3,9,3,8	10,9,4,1,3	23	27	2.5	3.5
9	6	9,3	6	12	16.5	11.0
10	8,5,2	4,2,5,9	15	20	10.0	6.5
11	6,8	5	14	5	12.0	14.0
12	9,3,9	6,6,9,6	21	27	5.5	3.5
13	9,4	3	13	3	13.0	16.5
14	4,7,4,1	7,8,8	16	23	8.0	5.0
15	1,6	4,6	7	10	15.0	12.0
16	1,1,3	1,2	5	3	18.0	16.5
17	8,7	8,8,5,10	15	31	10.0	1.0
18	7,7,10	7,1	24	8	1.0	13.0
19	10,5	None	15	0	10.0	18.5

Rho = .624
Significance = .01

TABLE 17

RE-RANK DATA

FASHION MERCHANDISING, INDUSTRIAL MARKETING, AND MARKETING ADVISORY COMMITTEE - FOND DU LAC

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
1	7,7,10,10,10	2,9,10,10,10	44	41	1.0	1.0
2	10	3	10	3	10.5	19.5
3	3,8	1	11	1	9.0	23.0
4	6	7,7,4	6	18	14.5	6.0
5	10,6,9	9,3	25	12	4.0	8.0
6	9,8,9	2,8	26	10	3.0	9.5
7	2	None	2	0	21.5	25.0
8	7,5	10,10,3,2,8	12	33	8.0	2.0
9	5,9,8	1,1	22	2	5.0	21.5
10	2	7	2	7	21.5	13.5
11	6	8	6	8	14.5	12.0
12	2,1,2	4,1	5	5	16.0	16.5
13	3	5	3	5	20.0	16.5
14	8	6,4	8	10	12.0	9.5
15	3,1	6,2,1	4	9	18.0	11.0
16	4,5,7,9,4	5,8,8,9	29	30	2.0	3.0
17	6,3,6	5,9,5	15	19	7.0	5.0
18	4,3	9,6,5,3	7	23	13.0	4.0
19	4	4	4	4	18.0	18.0
20	1	None	1	0	23.0	25.0

Table 17 continued on next page

TABLE 17 continued

FASHION MERCHANDISING, INDUSTRIAL MARKETING, AND MARKETING ADVISORY COMMITTEE

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
21	None	None	0	0	25.0	25.0
22	None	2	0	2	25.0	21.5
23	8,4,7	7,4,6	19	17	6.0	7.0
24	None	6	0	6	25.0	15.0
25	5,5	7	10	7	10.5	13.5
26	1,1,2	3	4	3	18.0	19.5

Rho = .631
Significance = .01

TABLE 18

RE-RANK DATA

CLERK TYPIST STUDENTS - WEST BEND CAMPUS

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
1	7,5,3,9,8,7	10,1,4,7 10,8	39	40	3.0	2.0
2	9,8,8,10 8,7,10	7,10,7,9 9,7	60	49	1.0	1.0
3	8,2,2,5	8,6	17	14	14.0	16.5
4	6,10,9	9,7,4	25	20	7.0	8.0
5	8,9,6	9,9,5	23	23	3.5	6.0
6	10,10,7	5,8,6	27	19	5.5	9.0
7	1	3,1,3	1	7	25.0	20.5
8	4,2,4	1,5	10	6	20.0	22.5
9	6	7,9	6	16	22.0	12.0
10	9,7,9,7,5,8	6,2,8,10	45	26	2.0	5.0
11	5,5,6,7	5,2,4,4	23	15	8.5	14.0
12	6,5,9	8,6,4	20	18	11.0	10.0
13	6,5,10,10,6	9,7,10,8,2	37	36	4.0	3.0
14	3,3,6,4,9,2	4,3,7	27	14	5.5	16.5
15	4,10,4	10	18	10	12.5	19.0
16	1,1,2,3 3,6,2	6,4,5,2,5	18	22	12.5	7.0
17	4	5	4	5	23.0	24.0
18	8,3,5	2,9,10,6	16	27	15.0	4.0
19	10	2,10	10	12	20.0	18.0
20	8,9,4	1	21	1	10.0	25.0

Table 18 continued on next page

TABLE 18 continued

CLERK TYPIST STUDENTS - WEST BEND CAMPUS

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
21	2,1,7	8,8,1	10	17	20.0	11.0
22	3	3,2,1	3	6	24.0	22.5
23	2,7,3	6,6,3	12	15	16.5	14.0
24	3,1,2,1,1,4	2,3,4,1,5	12	15	16.5	14.0
25	4,5,1,1	3,1,3	11	7	18.0	20.5

Rho = .676
Significance = .01

TABLE 19

RE-RANK DATA

PRACTICAL NURSING STUDENTS - FOND DU LAC CAMPUS

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
1	10,8,7,10	10,10,10,5	35	35	1.0	1.0
2	9,3,8,8	9,9,7	28	25	3.0	3.5
3	4,5,6	7,1	15	8	6.5	9.5
4	8,10,6,9	8,7,8,2	33	25	2.0	3.5
5	4,4	7	8	7	11.0	11.5
6	1,1,1	2,1	3	3	13.0	15.0
7	None	1	0	1	17.0	17.5
8	1	3,9	1	12	14.0	7.5
9	3,9	6,5,2	12	13	9.0	6.0
10	7,10,3	9,6,6,10	20	31	4.0	2.0
11	5,2	3,5	7	8	12.0	9.5
12	5,3,7	8,4	15	12	6.5	7.5
13	2,6,5	5	13	5	8.0	14.0
14	7,4	4,3	11	7	10.0	11.5
15	6,2,9,2	4,3,4,8	19	19	5.0	5.0
16	None	2	0	2	17.0	16.0
17	None	None	0	0	17.0	19.0
18	None	6	0	6	17.0	13.0
19	None	1	0	1	17.0	17.5

Rho = .88
Significance = .01

TABLE 20

RE-RANK DATA

FOOD MANUFACTURING GRADUATES - FOND DU LAC CAMPUS

RESPONSE NUMBER	POINTS AWARDED		TOTAL POINTS		PRIORITY RANK	
	Original Points	Re-rank Points	Original Total	Re-rank Total	Original Priority	Re-rank Priority
1	1	1	1	1	17.0	17.0
2	4,10,10,8,4	2,7,10	36	19	1.0	3.5
3	5,7,10	10,4,5	22	19	6.0	3.5
4	None	None	0	0	19.0	18.5
5	6,3,2	7,6,4	11	17	11.0	6.5
6	7,3,9	5,2,1	19	8	8.0	12.5
7	5	5	5	5	14.0	16.0
8	7,2	1,6	9	7	12.0	14.0
9	1	None	1	0	17.0	18.5
10	1,1,2	4,7	4	11	15.0	10.0
11	3,9,3,10,3	4,9,7	28	20	3.0	2.0
12	9,6,8	9,9	23	18	5.0	5.0
13	2,5,4,6	3,1,2	17	6	9.0	15.0
14	4,4,5,7	9,3,3	20	15	7.0	8.5
15	6	10	6	10	13.0	11.0
16	10,9,8	6,8,3	27	17	4.0	6.5
17	1	8	1	8	17.0	12.5
18	8,2,6	8,2,8,6	16	24	10.0	1.0
19	7,8,5,9	10,5	29	15	2.0	8.5

Rho = .753
Significance = .01

TABLE 21

RE-RANK DATA

PRACTICAL NURSING NOMINAL GROUP PARTICIPANTS VS. PRACTICAL NURSING CLASS

RESPONSE NUMBER	TOTAL POINTS		PRIORITY RANK	
	Nominal Group Total	Class Total	Nominal Group Priority	Class Priority
1	35	124	1.0	3.0
2	28	38	3.0	14.0
3	15	81	6.5	9.0
4	33	105	2.0	4.0
5	8	96	11.0	5.0
6	3	47	13.0	10.0
7	0	36	17.0	15.0
8	1	86	1.0	8.0
9	12	41	9.0	11.5
10	20	146	4.0	1.0
11	7	41	12.0	11.5
12	15	17	6.5	18.0
13	13	40	8.0	13.0
14	11	29	10.0	16.0
15	19	93	5.0	6.0
16	0	128	17.0	2.0
17	0	6	17.0	19.0
18	0	22	17.0	17.0
19	0	89	17.0	7.0

Rho = .323
No Significance

ADVISORY COMMITTEE

QUESTIONNAIRE

PURPOSE AND FUNCTION OF ADVISORY COMMITTEES

The purpose of advisory committees is to provide a link between the school and the community through which their activities may be coordinated. Their function is to counsel with and advise the school administration with respect to improving the vocational, technical and adult education programs, to foster closer cooperation between business, industry and the school, and thus aid in the development of an educational program which will more adequately meet the needs of individuals of the community and the various business and industrial employers in the Moraine Park district and the state of Wisconsin. Advisory committees have no administrative or legislative authority and are not created to overrule the prerogatives of the Moraine Park district or the administrative staff of the school.

Advisory committees are established to perform many different services in connection with the school's educational programs. Sometimes they serve in a general advisory capacity, sometimes as advisors for a particular field or occupation, or for a special phase of an overall program.[10]

ADVISORY COMMITTEE QUESTIONNAIRE

In order to supplement the material obtained through the Nominal Group Problem Identification Method and to ascertain the function of MPTI advisory committees according to their respective members, a questionnaire was mailed to each member of an advisory committee serving a full-time program at MPTI. (see Appendix E-4)

The questionnaire included a background page on the advisory committee members who filled out the questionnaire. This background information contains the length of time served on the advisory committee, whether the member is an employer or an employee, the number of years of experience the member has in his field, the number of employees in their company as opposed to the number of MPTI graduates, etc. This information is contained in Tables 22, 24, 26, and 28.

The actual questionnaire was designed in such a manner as to allow each respondent to check each entrant on a list of 25 possible functions for an advisory committee as to whether he felt the particular function to be very important, important, or not important; and whether his particular advisory committee emphasizes the function, should emphasize it more, should emphasize it less, or should not emphasize the function at all.

The results of this questionnaire have been grouped according to their department and they are presented in Tables 23, 25, 27, and 29.

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[10] Advisory Committees for the Moraine Park Technical Institutes at Beaver Dam, West Bend, Fond du Lac, and Adult Centers, 1973 - 74.

Questionnaires were mailed to 243 advisory committee members. This includes all members on an advisory committee serving a full-time program. A total of 140 questionnaires were returned, 25 by advisory committee members in the Business Education department, 44 from the Trade and Industry department, 24 from the Health Occupations department, and 47 from the Agriculture department. Fifty-eight percent of the total questionnaires sent out were returned.

The method used to analyze the results from this questionnaire is a comparison of the importance of the particular function with whether or not the respondents feel they emphasize the function, they should emphasize it more, or they should emphasize it less.

The functions which advisory committees should examine to determine if a possible change in priorities and performance should be undertaken have been marked by an asterisk (*).

The list of functions and the format for this questionnaire were derived from the Moraine Park Policy Manual: Duties and Responsibilities of Advisory Committees for Vocational-Technical Programs.

RESULTS
OF
ADVISORY COMMITTEE
QUESTIONNAIRE

TABLE 22

TRADE AND INDUSTRY DEPARTMENT

BACKGROUND INFORMATION

Percent of Questionnaires Returned		56%
Average Number of Semesters Served on Their Respective Advisory Committees by the Respondents		4.9
Number of Employers Who Responded		19
Number of Employees Who Responded		24
No Indication as to Employer/Employee Status		1
Average Age of Advisory Committee Respondents		45
Number of Male Respondents		44
Number of Female Respondents		0
Average Number of Years of Advisory Committee Occupationally-Related Work Experience		21.5
Number of MPTI Graduates Employed in Their Company, Business, or Institution		554
Total Number of Employees		33,602
Do Representative Instructors Participate in Their Advisory Committee Meetings?	YES NO	93% 7%
The Average Number of Advisory Committee Meetings per Year		1.4
Percent Who Feel Their Advisory Committee Meets Frequently Enough to Perform All of Its Duties		74%
Percent Who Feel Their Advisory Committee Does Not Meet Frequently Enough to Perform All of Its Duties		26%

TABLE 23

TRADE AND INDUSTRY DEPARTMENT

	PERCENTAGE						
FUNCTIONS	Very-Important	Important	Not Important	We Do Emphasize	We Should Emphasize More	We Should Emphasize Less	We Do Not And Should Not Emphasize
Develop lists of entry positions of future advancement available to graduates to be used in recruitment	26.5	52.9	20.6	34.4	43.75	6.25	15.6
Survey the community to determine job openings	34.1	61.0	4.9	52.8	38.9	0.0	8.3
Place students in part-time jobs during their enrollment at MPTI	9.8	65.8	24.4	32.43	43.24	0.0	24.32
Place graduates in jobs	38.5	51.3	10.3	41.2	47.1	2.9	8.8
Renew standards for admittance to vocational-technical programs *	20.5	51.3	28.2	21.2	51.5	0.0	27.3
Speak to adult groups about school programs *	10.0	57.5	32.5	15.2	60.6	6.0	18.2
Talk to high school groups about MPTI programs *	36.6	53.6	9.8	25.71	57.14	0.0	17.14
Develop the goals and objectives of the program *	56.4	43.6	0.0	65.7	31.4	0.0	2.9
Develop overall curriculum	47.5	47.5	5.0	65.7	25.7	0.0	8.6
Review the content of the courses with the curriculum *	60.0	40.0	0.0	69.4	30.6	0.0	0.0
Determine equipment to be purchased for instructional use	43.9	46.3	9.8	80.6	8.3	8.3	2.8
Evaluate facilities for instruction	40.0	52.5	7.5	71.05	21.05	7.9	0.0
Survey the business and industry community to determine job requirements as they would affect curriculum and course content *	51.22	46.34	2.43	51.5	48.5	0.0	0.0
Procure instructors for adult and extension courses	23.7	50.0	26.3	28.6	25.7	5.7	40.0
Assist in the development of special job preparatory, MDTA, and extension courses to be conducted by the school	26.5	47.0	26.5	34.4	31.25	3.1	31.25
Provide work experience for students	36.1	44.44	19.44	41.66	36.11	5.55	16.66
Assist coordinators in the development of a comprehensive library of technical books and periodicals	20.0	55.0	25.0	34.3	36.1	8.6	20.0
Develop standards of completion for the various programs of the school	23.7	65.8	10.5	44.11	44.11	2.94	8.82
Provide students with scholarships *	2.78	36.1	61.1	6.66	26.66	6.67	60.0
Reward outstanding students at special occasions *	10.5	50.0	39.5	6.25	43.75	6.25	43.75
Participate in educational programs with the students	12.8	46.2	41.0	15.2	39.4	6.0	39.4
Provide speakers for instructors in various classes.	17.9	51.3	30.8	25.7	48.6	0.0	25.7
Assist the instructors in attending special business and industrial conferences and meetings	10.8	51.4	37.8	29.4	35.3	0.0	35.3
Assist instructors in providing field trips for classes *	18.4	63.2	18.4	26.5	55.9	0.0	17.6
Make arrangements for instructors to meet with people from business and industry *	21.0	65.8	13.2	33.3	48.5	0.0	18.2

NOTE: One person returned this questionnaire without responding; 4 persons felt they were not qualified to respond in the right hand column. The percentages shown reflect these omissions.

TABLE 24

BUSINESS EDUCATION DEPARTMENT

BACKGROUND INFORMATICN

Percent of Questionnaires Returned		58%
Average Number of Semester Served on Their Respective Advisory Committees by the Respondents		4.9
Number of Employers Who Responded		11
Number of Employees Who Responded		12
No Indication as to Employer/Employee Status		2
Average Age of Advisory Committee Respondents		39
Number of Male Respondents		17
Number of Female Respondents		7
Average Number of Years of Advisory Committee Occupationally-Related Work Experience		13.3
Number of MPTI Graduates Employed in Their Company, Business, or Institution		75
Total Number of Employees in Their Business, Company, or Institution		13,053
Do Representative Instructors Participate in Their Advisory Committee Meetings?	YES	100%
The Average Number of Advisory Committee Meetings per Year		3
Percent Who Feel Their Advisory Committee Meets Frequently Enough to Perform All of Its Duties		88%
Percent Who Feel Their Advisory Committee Does Not Meet Frequently Enough to Perform All of Its Duties		12%

TABLE 25

BUSINESS EDUCATION DEPARTMENT	PERCENTAGE						
FUNCTIONS	Very Important	Important	Not Important	We Do Emphasize	We Should Emphasize More	We Should Emphasize Less	We Do Not And Should Not Emphasize
Develop lists of entry positions of future advancement available to graduates to be used in recruitment *	36.0	40.0	24.0	27.3	50.0	0.0	22.7
Survey the community to determine job openings *	52.0	28.0	20.0	31.8	54.6	0.0	13.6
Place students in part-time jobs during their enrollment at MPTI	26.1	26.1	47.8	26.3	31.6	0.0	42.1
Place graduates in jobs	44.0	24.0	32.0	50.0	18.2	0.0	31.8
Renew standards for admittance to vocational-technical programs	20.8	54.2	25.0	31.8	36.4	9.1	22.7
Speak to adult groups about school programs	12.0	52.0	36.0	34.8	26.1	0.0	39.1
Talk to high school groups about MPTI programs *	41.7	37.5	20.8	34.8	52.2	0.0	13.0
Develop the goals and objectives of the program	60.0	32.0	8.0	66.7	25.0	0.0	8.3
Develop overall curriculum	56.0	32.0	12.0	54.2	33.3	0.0	12.5
Review the content of the courses with the curriculum *	56.0	44.0	0.0	69.6	30.4	0.0	0.0
Determine equipment to be purchased for instructional use	36.0	52.0	12.0	75.0	8.33	8.33	8.33
Evaluate facilities for instruction	32.0	56.0	12.0	70.8	16.7	8.3	4.2
Survey the business and industry community to determine job requirements as they would affect curriculum and course content *	64.0	36.0	0.0	29.16	66.67	0.0	4.16
Procure instructors for adult and extension courses *	4.0	24.0	72.0	13.04	13.04	4.34	69.56
Assist in the development of special job preparatory, MDTA, and extension courses to be conducted by the school	9.52	57.14	33.33	10.0	55.0	5.0	30.0
Provide work experience for students *	20.8	41.7	37.5	0.0	61.9	0.0	38.1
Assist coordinators in the development of a comprehensive library of technical books and periodicals	8.7	65.2	26.1	28.6	23.8	9.5	38.1
Develop standards of completion for the various programs of the school	25.0	62.5	12.5	40.0	35.0	5.0	20.0
Provide students with scholarships *	0.0	19.0	81.0	0.0	19.0	4.8	76.2
Reward outstanding students at special occasions *	4.2	33.3	62.5	0.0	34.8	0.0	65.2
Participate in educational programs with the students	18.18	36.36	45.45	10.52	36.84	10.52	42.12
Provide speakers for instructors in various classes *	25.0	54.2	20.8	14.3	61.9	0.0	23.8
Assist the instructors in attending special business and industrial conferences and meetings *	8.69	60.86	30.43	15.0	60.0	0.0	25.0
Assist instructors in providing field trips for classes	4.0	72.0	24.0	21.0	57.9	0.0	21.0
Make arrangements for instructors to meet with people from business and industry *	20.0	72.0	8.0	20.83	70.83	0.0	8.33

NOTE: One person felt that he was not qualified to respond in the right hand column. Therefore, the percentages shown reflect 25 respondants in the left hand column and 24 respondants in the right hand column.

TABLE 26

HEALTH OCCUPATIONS DEPARTMENT

BACKGROUND INFORMATION

Percent of Questionnaires Returned		55%
Average Number of Semesters Served on Their Respective Advisory Committees by the Respondents		3.1
Number of Employers Who Responded		13
Number of Employees Who Responded		4
No Indication as to Employer/Employee Status		6
Average Age of Advisory Committee Respondents		45
Number of Male Respondents		9
Number of Female Respondents		15
Average Number of Years of Advisory Committee Occupationally-Related Work Experience		11.4
Number of MPTI Graduates Employed in Their Company, Business, or Institution		348
Total Number of Employees in Their Company, Business, or Institution		6,278
Do Representative Instructors Participate in Their Advisory Committee Meetings?	YES NO	78% 22%
The Average Number of Advisory Committee Meetings per Year		1.75
Percent Who Feel Their Advisory Committee Meets Frequently Enough to Perform All of Its Duties		91%
Percent Who Feel Their Advisory Committee Does Not Meet Frequently Enough to Perform All of Its Duties		9%

TABLE 27

HEALTH OCCUPATIONS DEPARTMENT	PERCENTAGE						
FUNCTIONS	Very Important	Important	Not Important	We Do Emphasize	We Should Emphasize More	We Should Emphasize Less	We Do Not And Should Not Emphasize
Develop lists of entry positions of future advancement available to graduates to be used in recruitment	35.0	50.0	15.0	55.6	38.8	0.0	5.6
Survey the community to determine job openings *	35.0	45.0	20.0	52.6	47.4	0.0	0.0
Place students in part-time jobs during their enrollment at MPTI *	10.0	35.0	55.0	29.4	23.5	5.9	41.2
Place graduates in jobs	38.1	47.6	14.3	27.8	44.4	5.6	22.7
Renew standards for admittance to vocational-technical programs *	42.9	47.6	9.5	22.2	61.1	5.6	11.1
Speak to adult groups about school programs *	14.3	61.9	23.8	18.75	50.0	18.75	12.5
Talk to high school groups about MPTI programs *	42.9	38.1	19.0	23.5	52.9	11.85	11.8
Develop the goals and objectives of the program	71.4	23.8	4.8	61.1	33.3	0.0	5.6
Develop overall curriculum	52.4	38.1	9.5	50.0	44.4	0.0	5.6
Review the content of the courses with the curriculum	57.1	38.1	4.8	65.6	38.8	0.0	5.6
Determine equipment to be purchased for instructional use	40.9	45.5	13.6	61.7	33.3	5.6	0.0
Evaluate facilities for instruction	28.6	52.4	19.0	66.7	33.3	0.0	0.0
Survey the business and industry community to determine job requirements as they would affect curriculum and course content *	57.1	38.1	4.8	33.3	61.1	0.0	5.6
Procure instructors for adult and extension courses	4.8	57.1	38.1	25.0	37.5	6.2	31.3
Assist in the development of special job preparatory, MDTA, and extension courses to be conducted by the school *	10.5	73.7	15.8	26.7	60.0	0.0	13.3
Provide work experience for students	38.1	33.3	28.6	55.6	27.8	0.0	16.6
Assist coordinators in the development of a comprehensive library of technical books and periodicals *	23.8	61.9	14.3	35.3	58.8	0.0	5.9
Develop standards of completion for the various programs of the school *	42.1	42.1	15.8	43.7	50.0	0.0	6.3
Provide students with scholarships *	10.0	45.0	45.0	15.38	30.78	15.38	38.46
Reward outstanding students at special occasions	14.3	47.6	38.1	18.75	43.75	6.2	31.3
Participate in educational programs with the students	14.3	57.1	28.6	25.0	37.5	6.2	31.3
Provide speakers for instructors in various classes *	14.3	52.4	33.3	17.6	52.9	5.9	23.5
Assist the instructors in attending special business and industrial conferences and meetings	9.5	66.7	23.8	26.3	47.4	0.0	26.3
Assist instructors in providing field trips for classes	9.5	57.1	33.3	37.5	31.25	6.25	25.0
Make arrangements for instructors to meet with people from business and industry *	25.0	40.0	35.0	11.8	58.8	5.9	23.5

NOTE: Three persons felt they were not qualified to respond in the right hand column, and one person omitted answering the entire questionnaire. Therefore the percentages shown reflect 23 responses in the left hand column and 20 responses in the right hand column.

TABLE 28

AGRICULTURE DEPARTMENT

BACKGROUND INFORMATION

Number of Questionnaires Returned		61%
Average Number of Semesters Served on Their Respective Advisory Committees by the Respondents		3.1
Number of Employers Who Responded		35*
Number of Employees Who Responded		2
No Indication as to Employer/Employee Status		8
Average Age of Advisory Committee Respondents		41.4
Number of Male Respondents		47
Number of Female Respondents		0
Average Number of Years Advisory Committee Occupationally-Related Work Experience		21.7
Number of MPTI Graduates Employed in Their Company, Business, or Institution		42
Total Number of Employees in Their Company, Business, or Institution		6,894
Do Representative Instructors Participate in Their Advisory Committee Meetings?	YES NO	95% 5%
The Average Number of Advisory Committee Meetings per Year		2
Percent Who Feel Their Advisory Committee Meets Frequently to Perform All of Its Duties		88%
Percent Who Feel Their Advisory Committee Does Not Meet Frequently Enough to Perform All of Its Duties		12%

*Includes Self-Employed Farmers

TABLE 29

AGRICULTURE DEPARTMENT	PERCENTAGE						
FUNCTIONS	Very Important	Important	Not Important	We Do Emphasize	We Should Emphasize More	We Should Emphasize Less	We Do Not And Should Not Emphasize
Develop lists of entry positions of future advancement available to graduates to be used in recruitment	17.65	52.94	29.41	25.0	33.3	2.8	38.9
Survey the community to determine job openings	21.6	51.4	27.0	18.92	35.13	0.0	45.95
Place students in part-time jobs during their enrollment at MPTI *	15.38	38.46	46.15	21.6	18.9	8.1	51.4
Place graduates in jobs	30.0	30.0	40.0	29.7	24.3	0.0	45.9
Renew standards for admittance to vocational-technical programs	12.82	58.97	28.21	39.5	31.6	2.6	26.3
Speak to adult groups about school programs *	14.6	68.3	17.1	16.7	71.4	0.0	11.9
Talk to high school groups about MPTI programs *	41.5	51.2	7.3	21.6	67.6	0.0	10.8
Develop the goals and objectives of the program	56.82	38.64	4.54	64.1	33.3	2.6	0.0
Develop overall curriculum *	45.5	47.7	6.8	84.1	13.6	0.0	2.3
Review the content of the courses with the curriculum	50.0	47.6	2.4	76.3	23.7	0.0	0.0
Determine equipment to be purchased for instructional use	16.7	54.8	28.5	44.7	21.1	7.9	26.3
Evaluate facilities for instruction	14.3	59.5	26.2	50.0	23.7	5.3	21.0
Survey the business and industry community to determine job requirements as they would affect curriculum and course content	27.5	50.0	22.5	31.6	36.8	0.0	31.6
Procure instructors for adult and extension courses	10.0	55.0	35.0	38.2	23.5	2.9	35.3
Assist in the development of special job preparatory, MDTA, and extension courses to be conducted by the school	13.2	52.6	34.2	35.3	38.2	0.0	26.5
Provide work experience for students	19.5	63.4	17.1	36.1	33.3	5.6	25.0
Assist coordinators in the development of a comprehensive library of technical books and periodicals	4.8	59.5	35.7	35.1	27.0	5.4	32.4
Develop standards of completion for the various programs of the school	30.8	56.4	12.8	55.6	41.7	0.0	2.7
Provide students with scholarships *	4.8	45.2	50.0	22.85	22.85	8.6	45.7
Reward outstanding students at special occasions	11.9	40.5	47.6	33.3	27.8	0.0	38.9
Participate in educational programs with the students *	4.3	76.6	19.1	36.4	48.5	0.0	15.1
Provide speakers for instructors in various classes *	28.6	57.1	14.3	43.6	43.6	0.0	12.8
Assist the instructors in attending special business and industrial conferences and meetings	7.7	46.15	46.15	35.3	35.3	2.9	26.5
Assist instructors in providing field trips for classes	23.8	54.8	21.4	45.94	35.13	2.7	16.21
Make arrangements for instructors to meet with people from business and industry *	21.4	59.5	19.0	32.43	43.24	0.0	24.32

NOTE: Three persons felt they were not qualified to answer in the right hand column, and two persons omitted answering the entire questionnaire. Therefore the percentages shown reflect 45 responses in the left hand column and 42 responses in the right hand column.

EMPLOYER QUESTIONNAIRE

NEED FOR AN EMPLOYER QUESTIONNAIRE

Due to the important role employers have in an evaluation of vocational-technical courses and programs, a questionnaire was developed to obtain information and suggestions from employers throughout the Moraine Park District. The questionnaire was necessary as a very small number of employers who were contacted by the researcher volunteered to participate in Nominal Group sessions, and the information that they were able to supply was considered too valuable to be omitted from this study.

EMPLOYER QUESTIONNAIRE

The employer questionnaire (see Appendix G-3) was designed in such a manner as to be pertinent to both employers who employ MPTI graduates and to those who do not. The questionnaire was limited to twenty-two questions in the hope that employers wouldn't be discouraged by having to fill out a lengthy form and that the number of questionnaires returned would be considerably high.

The first 17 questions are general and all employers who were contacted were capable of answering them. The questions were selected according to their frequent occurance in Nominal Group sessions which had been previously conducted. They provided the employer with the opportunity to either agree or disagree with the statement, with ample space allowed for comments and suggestions related to the particular question.

The final four questions were specific and a knowledge of MPTI graduates was required in order to respond to them. They were designed to give the researcher an adequate evaluation of how the employer viewed the MPTI graduate's training in regard to his knowledge and skills, his familiarity with equipment and materials, his preparation for the particular job he is presently working on, and whether the MPTI graduate has a realistic idea of the wages and responsibilities that his position demands.

The information that was obtained from this questionnaire is summarized in the following Tables. Included in this summary are many of the remarks and suggestions that were related by the employers who completed the questionnaire.

TABLE 30

BACKGROUND INFORMATION
EMPLOYER QUESTIONNAIRE

PROGRAM	AVERAGE AGE ·	NUMBER OF MALES	NUMBER OF FEMALES	LENGTH OF TIME WITH COMPANY (AVG.)	NUMBER OF EMPLOYEES IN COMPANY	NUMBER OF MPTI GRADUATES
Operating Room Assistant Practical Nursing Ward Clerk	48	9	8	10 yrs.	5,027	264
Food Manufacturing Technology	29	4	0	6 yrs.	261	2
Agricultural Mechanics	43	3	0	12 yrs.	40	4
Fashion Merchandising Industrial Marketing Marketing	36	5	0	9 yrs.	147	1
Accounting Account Clerk Data Processing	60	2	1	18 yrs.	383	2
Clerk Typist Secretarial Science Secretarial Science-Medical	38	9	3	17 yrs.	4,069	30
Mechanical Design Mechanical Drafting	43	6	0	13 yrs.	3,925	22
Electronic Servicing Office Machine Servicemen	46	8	0	16 yrs.	55	2
Welding Metal Fabrication	41	4	0	17 yrs.	1,932	13
Auto Body Auto Mechanics	42	9	0	9 yrs.	101	5
Power Mechanics	33	4	0	8 yrs.	25,745	12
Machine Tooling Technics Machine Tool Operation	36	7	0	2 yrs.	6,492	72
TOTAL	42	68	12	12 yrs.	46,097	429

TABLE 31

SOURCES USED FOR FILLING JOB OPENINGS

SOURCE	TOTAL	HEALTH OCCUPATIONS	AGRICULTURE	BUSINESS EDUCATION	TRADE AND INDUSTRY
Newspaper Ads	33.7%	31.0%	40.0%	27.0%	37.3%
State Employment Service	21.3%	21.4%	20.0%	21.6%	21.3%
MPTI Placement Office	20.1%	21.4%	13.3%	21.6%	20.0%
Other (Personal application, word of mouth, etc.)	13.0%	19.0%	20.0%	8.1%	10.7%
High School Placement Office	8.9%	7.1%	6.7%	16.2%	6.7%
Private Employment Agency	2.4%	0.0%	0.0%	2.7%	4.0%
Civil Service	0.6%	0.0%	0.0%	2.7%	0.0%

TABLE 32

PROJECTED EMPLOYMENT NEEDS 1974-1977

	Average Number of Job Openings for Companies That Were Contacted						
PROGRAMS	0	1-3	4-6	7-10	11-15	15-20	20+
Practical Nursing Operating Room Assistant Ward Clerk				X			
Food Manufacturing Technology		X					
Agricultural Mechanics		X					
Clerk Typist Secretarial Science Secretarial Science-Medical			X				
Fashion Merchandising Marketing Industrial Marketing		X					
Accounting Account Clerk Data Processing		X					
Machine Tool Operation Machine Tooling Technics							X
Welding Metal Fabrication							X
Power Mechanics			X				
Auto Body Auto Mechanics		X					
Mechanical Design Mechanical Drafting		X					
Electronic Servicing Office Machine Servicemen		X					

TABLE 33

CONTINUING EDUCATION

Should MPTI Offer Courses for Company Employees to Update and Sharpen Their Skills?												
PROGRAMS	Practical Nursing Operating Room Assistant Ward Clerk	Clerk Typist Secretarial Science Secretarial Science-Medical	Machine Tool Operation Machine Tool Technics	Food Manufacturing Technology	Agricultural Mechanics	Metal Fabrication Welding	Power Mechanics	Mechanical Design Mechanical Drafting	Electronic Servicing Office Machine Servicemen	Fashion Merchandising Industrial Marketing Marketing	Accounting Account Clerk Data Processing	Auto Body Auto Mechanics
YES	14	10	5	4	3	4	3	6	4	5	2	8
NO	1	1	1	0	0	0	0	0	2	0	1	0

SUGGESTED COURSES TO BE OFFERED BY MPTI

HEALTH

Medication Distribution
Intramuscular and Subcutaneous Injections
New Methods of Patient Care
Rehabilitation Nursing
Geriatrics
Psychology, Human Relations

BUSINESS

Marketing
Salesmanship
Merchandising
Management Techniques
Accounting
Bookkeeping
Filing
Medical Terminology
Medical Dictation and Shorthand
Medical and Legal Shorthand
Typing
Letter Composition and Grammar
Social Behavior
Insurance, Medicare

AGRICULTURE

Based on Production
Quality Assurance
Management
Gourmet Foods
Electrical and Hydraulic Diesels

TRADE AND INDUSTRY

Punch Press
Industrial Electronics
Medical Electronics
Rotary Combustion Engine
Electrical Components in Cars
Automatic Transmissions
Blueprint Reading (9 responses)
Carburetion
Basic Measurement
Tool Sharpening and Grinding
Sheet Metal
Mathematics
Advanced Design
Hydraulics, Pneumatics
Electrical Control Circuits
Welding

TABLE 34

STUDENT WORK EXPERIENCE

Should MPTI Students Have Work Experience Prior to Their Graduation?

PROGRAMS	Practical Nursing Operating Room Assistant Ward Clerk	Clerk Typist Secretarial Science Secretarial Science-Medical	Machine Tool Operation Machine Tooling Technics	Food Manufacturing Technology	Agricultural Mechanics	Metal Fabrication Welding	Power Mechanics	Mechanical Design Mechanical Drafting	Electronic Servicing Office Machine Servicemen	Fashion Merchandising Industrial Marketing Marketing	Accounting Account Clerk Data Processing	Auto Body Auto Mechanics
YES	12	5	5	3	3	4	3	4	6	5	1	9
NO	4	5	2	1	0	0	0	2	0	0	1	0

COMMENTS:

1. Student should take the Nursing Assistant program prior to taking the Practical Nursing program.
2. Clinical courses are too short. By the time the student gets accustomed to the system the clinical is over.
3. Work experience might post a problem with unions. (Trade and Industry)
4. Students should gain experience during the summer while attending school.
5. There is enough exposure in a two-year program. Work experience isn't necessary.
6. Give the students the basic secretarial skills and we will train them to work for our company.

TABLE 35
INSTRUCTIONAL EQUIPMENT AND MATERIALS

Do You Feel That the Materials and Equipment Used for Instruction at MPTI Are Similar to Those Which the Graduates From Our Programs Will be Using in Your Company, Business, or Institution?

PROGRAMS	Practical Nursing Operating Room Assistant Ward Clerk	Clerk Typist Secretarial Science Secretarial Science-Medical	Auto Body Auto Mechanics	Mechanical Design Mechanical Drafting	Machine Tool Operation Machine Tooling Technics	Food Manufacturing Technology	Metal Fabrication Welding	Electronic Servicing Office Machine Servicemen	Power Mechanics	Fashion Merchandising Industrial Marketing Marketing	Agricultural Mechanics	Accounting Account Clerk Data Processing
YES	11	8	5	3	3	2	2	2	2	1	1	0
NO	0	0	0	0	1	0	0	0	1	0	0	0

TABLE 36
KNOWLEDGE AND SKILLS

Is It Your Experience With Moraine Park Technical Institute Graduates That Their Educational Background Provides Them With Current Skills and Knowledge in Their Field?

PROGRAMS	Clerk Typist Secretarial Science Secretarial Science-Medical	Practical Nursing Operating Room Assistant Ward Clerk	Auto Body Auto Mechanics	Machine Tool Operation Machine Tooling Technics	Mechanical Design Mechanical Drafting	Metal Fabrication Welding	Food Manufacturing Technology	Power Mechanics	Electronic Servicing Office Machine Servicemen	Fashion Merchandising Industrial Marketing Marketing	Accounting Account Clerk Data Processing	Agricultural Mechanics
YES	10	10	5	4	[illegible]	3	2	2	2	1	1	1
NO	0	1	0	0	0	0	0	0	0	0	0	0

TABLE 37

JOB PREPAREDNESS OF MPTI GRADUATES

How Do You Rate the Job Preparedness of MPTI Graduates?	Health Occupations	Agriculture	Business Education	Trade And Industry	TOTAL
More than adequate	8.3%	0.0%	16.7%	4.5%	8.2%
Adequate	58.3%	33.3%	66.7%	31.8%	46.9%
Adequate in most areas	16.7%	66.7%	16.7%	45.5%	32.7%
Less than adequate, but they are able to learn	16.7%	0.0%	0.0%	13.6%	10.2%
Less than adequate	0.0%	0.0%	0.0%	4.5%	2.0%

AREAS WHERE DEFICIENCIES EXIST

HEALTH

1. Medication administration
2. Ability to correlate theory with clinical practice
3. Lack necessary experience at graduation
4. Drug administration and pharmacology

AGRICULTURE

1. Overtraining in Food Manufacturing Lab
2. Management techniques
3. Equipment maintenance
4. Knowledge of raw products

BUSINESS

1. Relations and communications with fellow employees

TRADE AND INDUSTRY

1. Blueprint reading
2. Practical knowledge
3. Need more practical experience
4. Customer relations
5. Production welding
6. Work too slow
7. Automatic transmissions
8. Air conditioning in cars
9. Electrical circuitry in cars
10. Factory routines and setup
11. Metal fabrication (Engine Technology Program)
12. Proper engine cooling for enclosure

TABLE 39

WAGES AND RESPONSIBILITIES

Do MPTI Graduates Have a Realistic Idea of the Wages and Responsibilities They Will Have Once Employed?												
PROGRAMS	Clerk Typist Secretarial Science Secretarial Science-Medical	Practical Nursing Operating Room Assistant Ward Clerk	Auto Body Auto Mechanics	Machine Tool Operation Machine Tooling Technics	Electronic Servicing Office Machine Servicemen	Mechanical Design Mechanical Drafting	Accounting Account Clerk Data Processing	Food Manufacturing Technology	Agricultural Mechanics	Metal Fabrication Welding	Power Mechanics	Fashion Merchandising Industrial Marketing Marketing
YES	9	7	4	3	2	2	1	1	1	1	1	0
NO	1	5	1	1	0	1	0	1	0	1	1	0

COMMENTS:

1. Students are poor in attendance. Also, they do not realize that they will have to start on third shift.
2. Students don't realize health facilities are open on weekends.
3. Should teach responsibilities of a nurse in a nursing home.
4. Education doesn't give a realistic picture of health care as far as work and work load.
5. Students need more dedication to their job.
6. The major problem is that students expect to work in a modern and clean facility. Most companies don't spend the money to keep a factory looking like a showroom.
7. Should have strict attendance policies at MPTI.
8. Students don't understand the relationship between experience and wages.
9. Major areas of concern are attendance and safety.

ADDITIONAL COMMENTS AND SUGGESTIONS

TRADE AND INDUSTRY

1. Technical Science II contains a lot of unrelated material for Power Mechanic students.

2. Most high school students have had American Institutions and it is not necessary to teach it at MPTI.

3. Should include more grammar in the Communications course.

4. There should be better correlation with area high schools. We should check to see if there are duplications.

5. Need an additional instructor in Power Mechanics to give students an exposure to different points of view.

6. An evaluation of MPTI Math courses is needed.

7. There should be more training programs offered during the day for third-shift employees.

8. Should stress more safety and better maintenance of equipment in shop courses.

9. All graduates should have a prepared resume' when they come for a job interview.

10. There should be more emphasis on the time required to do a job in the Auto Mechanics program.

11. Should teach students how to set up a punch press machine, not just how to operate it.

12. There is a tremendous need for good service representatives in the Office Machine Repair field. The need is becoming greater and the number of qualified people fewer. We find the men are better trained in the various military services and from other schools than from MPTI.

13. Electronic skills are only part of the training a TV serviceman needs. Customer relations, personality, and character are all of equal, if not more, importance for work in the retail electronics field.

14. Most shops won't train a TV repairman as once he becomes qualified he will quit and start his own shop.

15. The job market is decreasing for TV repairmen due to better technology and longer lasting television sets.

16. Many students have unrealistic attitudes toward the electronics field. They need better counseling and screening.

HEALTH OCCUPATIONS

1. Increase the number of programs to meet the need for licensed practical nurses---need a lot more in the West Bend area.
2. Should offer refresher courses in nursing ethics for nursing assistants.
3. Clinical areas are flooded between 8:00 a.m. and 12 noon on Monday through Thursday. Smaller groups utilizing facilities throughout the day would alleviate this congestion and provide a better learning experience for all.
4. Would like a program for food service supervisors.
5. MPTI should offer the Nurse Aide program on a regular basis.
6. Need more Medicine and Pharmacology courses within the Practical Nursing program.

AGRICULTURE

1. We prefer four-year college graduates to MPTI graduates as they have been better prepared and more successful on the job.
2. Many positions in food manufacturing are filled by promotion. Food Manufacturing graduates might have to start at a lower position and work their way up to one they are qualified for.

BUSINESS EDUCATION

1. Students are not always realistic in job responsibilities and wages. Our company promotes from within. A graduate from MPTI might have to begin at a lower level and work his way up to a position he is qualified for. Vocational education is a major factor in promotion.
2. Insurance companies are always interested in a good typist.

RECOMMENDATIONS

Recommendation No. 1: Continued Education 319
Recommendation No. 2: Advisory Committees 319-320
Recommendation No. 3: Program Placement 320
Recommendation No. 4: Action 321
Recommendation No. 5: Employers 321
Recommendation No. 6: Standard Attendance Policy 321
Recommendation No. 7: School Activities 321-322
Recommendation No. 8: Relation of Courses to Program 322
Recommendation No. 9: Mathematics 322
Recommendation No. 10: Lab and Shop Classes 322
Recommendation No. 11: Shop Vs. Lab 322-323
Recommendation No. 12: Additional Staff 323
Recommendation No. 13: Elective Courses 323
Recommendation No. 14: Communications - Intra 323-324
Recommendation No. 15: Add Courses 324
Recommendation No. 16: Instructional Equipment 324-325
Recommendation No. 17: Off-Campus Instruction 325
Recommendation No. 18: Scheduling for Students 325
Recommendation No. 19: Blueprint Reading 326
Recommendation No. 20: Electronic Servicing 326-327
Recommendation No. 21: General Education 327
Recommendation No. 22: Practical Nursing 327
Recommendation No. 23: Food Manufacturing 328
Recommendation No. 24: Administration 328
Conclusion 328-329

RECOMMENDATIONS

Through the use of the Nominal Group Method 1,021 problem areas were identified. In addition, numerous comments and suggestions were made through the use of a questionnaire with advisory committee members and with area employers, and through numerous telephone conversations, letters, and personal interviews. In reviewing these results, one is tempted to compile a list of ideas and suggestions for solving each individual problem. However, this is neither practical nor in the guidelines of this report. Yet, numerous problem areas stand out in the mind of the researcher, and it is felt that several general recommendations are in order. By no means do the following recommendations attempt to solve all problems at MPTI. However, they do summarize a majority of opinions and in the estimation of the researcher, they will help to provide a higher quality employee for area companies, businesses, and institutions.

Recommendation No. 1: Continued Education

This project provides a general evaluation of programs and courses provided by MPTI. During the course of the evaluation, further ideas were generated for increased evaluation of graduates from MPTI and of apprentice and part-time courses and programs. It is strongly recommended that MPTI undertake an evaluation of graduates who are not presently working in the field of their training to determine their reasons for not doing so. Some possible explanations which may exist are: 1) a return to school to further one's education; 2) marriage, becoming a homemaker; 3) lack of enthusiasm for the job, and 4) a better opportunity to make more money by working at a job outside of the graduate's field of training. (See Appendix M-6).

It is further recommended that students who do not complete a program at MPTI be evaluated to determine their decision to drop out of the program.

Also, it is suggested that apprentice programs and part-time courses and programs be evaluated in a similar manner to this evaluation. Presently, there is a distinct separation between full and part-time programs. Possibly through further evaluation, this gap can be narrowed and an increased sharing of equipment, facilities, and manpower can be undertaken by both segments at MPTI.

Recommendation No. 2: Advisory Committees

It is highly recommended that all advisory committees serving a full-time program at MPTI be evaluated, with the result of this evaluation being more clearly defined duties and responsibilities for advisory committee members and an increased utilization of this valuable resource by MPTI.

Advisory committees form an important link between MPTI and area businesses. They can be used to evaluate and recommend changes to update present programs; they can provide help in arranging tours, field trips, and work experience for students; assist in job placement for graduates; they may assist counselors in determining job openings, job market saturation, the expectations of employers, and current salaries and responsibilities of new employees, and they are in a position to inform employers of the capabilities and limitations of MPTI graduates. (See Category No. 4, pages 85, 154, 195, 234, and 260.)

MPTI should update their files on present advisory committee members and should develop a formal orientation for new members. Numerous persons who were contacted for participation in this study had no knowledge that they were members of an advisory committee. (See Appendices, M-1, M-2, and M-3.)

Also, in a majority of cases, advisory committee members expressed a lack of communication between advisory committees and MPTI personnel. Many were uninformed of their responsibilities, many are not contacted in regard to meetings, and in some cases when they attend meetings they are overshadowed and outnumbered by the MPTI staff members who are also in attendance.

Finally, MPTI should consider appointing persons who have a vocational-technical background as employee members of advisory committees. Very few members who were contacted came from a vocational-technical background. Persons with this type of background are capable of providing many insights into vocational-technical education that present advisory committee members cannot provide.

Recommendation No. 3: Program Placement

There is an urgent need to develop a reliable screening process for students who apply at MPTI, especially for the Food Manufacturing and Health Occupations programs. There is a definite need for qualified persons working in these areas.

Through a screening and testing process, students can be placed in a program in which their chances of success will be greater, and if they do not have the qualifications for success in the programs they select, they can be counseled into prep courses which can develop their skills and comprehension to the level where success in MPTI programs is possible.

In addition, there is a need to review the procedures for placing students in advanced standing credit. Tests should be developed and made available to everyone upon request. Presently, students are having difficulty in obtaining advanced standing, especially at the Beaver Dam and West Bend campuses, due to the numerous channels through which their requests must travel.

Finally, it is recommended that there be an orientation conducted in January for students who enroll at MPTI at mid-year. Even though the number of students enrolling at this time is rather small, they should be properly introduced to the system.

Recommendation No. 4: Action

Perhaps the major recommendation that can be made in this report is to encourage those persons at MPTI who are in a position to enact changes to do so. The impression has been made that numerous suggestions have been offered, they have been discussed, and they are quietly forgotten.

It is the hope of this report that persons responsible for change take time from their busy schedules to critically review this report and to initiate action in areas they agree should be changed.

Recommendation No. 5: Employers

MPTI has developed to the point where their contact with area employers has been too consistent and too dependent on a limited number of companies. It is recommended that MPTI increase their number of contacts with companies, businesses, and institutions. Also, once new contacts have been made, it is hoped that communications will increase and be initiated by both MPTI and area employers. It is encouraged that businesses and industries come to understand what MPTI has to offer and that they develop an interest in making use of this valuable resource.

Recommendation No. 6: Standard Attendance Policy

It has been called to attention in numerous places during this report that the individual instructors at each MPTI campus have a different means of recording attendance, and this inconsistency is causing many hard feelings.

Also, from contact with employers, it has been pointed out that absenteeism is a major problem in area institutions, businesses, and industries.

In view of this, and to encourage a greater sense of job responsibility among our graduates, it is recommended that MPTI develop a standard attendance policy to be implemented throughout the Moraine Park district. Along with this, there should be a standard form and procedure developed to enforce this policy and to maintain fair and equal records for all students who attend MPTI.

Recommendation No. 7: School Activities

Although school activities are secondary to classroom instruction they play a vital role in the lives of the students. It is recommended that MPTI conduct one major activity at the Beaver Dam campus and one at the West Bend campus each year. This would promote unity among the three campuses and alleviate the necessity for students from Beaver Dam and West Bend to travel to Fond du Lac to attend school activities. Possibly this could be accomplished by rotating Winter Carnival and other similar events between the three campuses.

Also, it is suggested that activities be scheduled on weekends due to the number of students who must travel to attend.

Additional faculty members are encouraged to involve themselves in school activities, especially in the planning stages, to insure a higher quality and more enjoyable event for everyone.

Recommendation No. 8: Relation of Courses to Program

In almost every program at MPTI, from the students' point of view, there exist courses which are not related to the individual program in which the students are enrolled. It seems obvious that by relating instruction to the program in which the student maintains an interest, it will increase the desirability of the course and the student will learn more and find his school experiences more enjoyable.

It is suggested that instructors try to evaluate the background of their students and to determine what the students desire to learn from the class, and that they relate their instruction to this, at a level which the student can comprehend.

Recommendation No. 9: Mathematics

There is a need to evaluate all Math courses offered by MPTI. Students are becoming increasingly poor in math and there seems to be no explanation for it. It is recommended that the present math courses offered at MPTI be of a higher quality and that they stress the basics in math rather than numerous formulas and procedures which may not be beneficial.

Also, it is suggested that students be exposed to the metric system, hopefully in a required course. If not, the opportunity should exist for students to acquire this material in an elective course.

Recommendation No. 10: Lab and Shop Classes

Numerous responses have indicated the need for students to have more work experience prior to their graduation.

It is the recommendation of this report to lengthen the class period for lab and shop classes. The major reason for this recommendation is that too much time is presently being spent in preparing and in cleaning up for shop and lab courses. By expanding the length of time in class and thereby offering fewer classes students will gain more experience and use less time for preparation, storage, and cleanup. It will also make their class schedules more enjoyable.

Recommendation No. 11: Shop vs. Lab

It might be outside of the limits of this report to negotiate for MPTI instructors, however the majority of instructors feel that there are inequalities on the work load scales for instructors.

It is recommended that "shop" classes and "lab" classes have equal status on the work load percentage scales. The opinion is that "shop" classes are as time consuming and difficult to teach as are "lab" classes and yet they are inferior to "lab" classes on the work load scale.

Recommendation No. 12: Additional Staff

It is recommended that an evaluation of the need for additional staff be undertaken and new staff should be hired according to need. Positions to consider in this evaluation are paraprofessionals to assist instructors, especially in shop and lab classes; additional audiovisual and media specialists, and counselors and placement office workers.

Also, it is a recommendation that there be more input into the hiring of new staff, especially by persons who will be involved in working with the new staff member. The hiring of qualified staff should not be the responsibility of one or two people.

Recommendation No. 13: Elective Courses

Due to a number of students being placed in advanced standing and to the variety of reasons for students enrolling in each program, it is recommended that a variety of elective courses be offered at various times throughout the week, with students having more freedom to choose electives and to schedule their program to fit their individual needs.

Some suggested elective courses are: Math (at various levels), Remedial Skills, Accounting, Typing, American Institutions, Economics, clinical and internship courses, etc.

Also, by increasing the number of elective courses veterans will be able to schedule their 30 hours of class time per week during the day, thus diminishing the need for these students to attend evening courses.

Recommendation No. 14: Communications - Intra

Communication seems to be a problem in all stages of life and in every company, business and institution. It is also a problem at MPTI. To alleviate this communication problem numerous recommendations can be made.

The major recommendation is to develop a district management policy book. This book should explain all procedures which are used at MPTI, list and explain all types of reports and forms which are in use in the district, and it should contain job descriptions for all faculty and staff, from the administration on down. This would serve to eliminate at least 50% of the confusion which presently exists in communicating with persons throughout the district.

It is also recommended that there be a more informative orientation at the beginning of each semester for all students and staff to explain communication procedures and district policies.

Also it is suggested that the admission procedures at MPTI be standardized, and that students who have enrolled at MPTI receive adequate information to prevent being lost in the building on the first day of school.

It is further recommended that announcements over the public address system be offered throughout the morning, not only at 9:00 a.m. Many students do not arrive at school before 9:00 and therefore miss announcements.

Students have been asking for the opportunity to receive individual instruction. An aid in providing this to students would be for instructors to post office hours on their door and possibly to have students sign up if they need individual help.

It is recommended that instructors who teach similar subjects work together to avoid the duplication of materials in their classes. This is especially true in the General Education courses where ideas on body language, child abuse, and alcoholism are duplicated. Various other courses contain duplication of materials which could be eliminated by increased communication. (See Category No. 29, pages 111, 174, 205, and 250).

Recommendation No. 15: Add Courses

There have been various responses which request new courses to be offered at MPTI. It is therefore recommended that MPTI consider the addition of new courses to various programs. (See Category No. 1, pages 81, 151, 194, 232, and 272.)

It is also suggested that MPTI offer more courses for women at the West Bend campus. There is a critical shortage of practical nurses in West Bend and the community is able to support a Practical Nursing program. Also, the second year of the Secretarial Science program should be offered in West Bend.

Recommendation No. 16: Instructional Equipment

There is a need for additional instructional equipment and materials at MPTI. It is a recommendation of this report to evaluate the need for new equipment and materials and to purchase them according to need. However, before buying new equipment, it is highly recommended that knowledgeable persons be consulted; MPTI should not buy new equipment on the word of one or two people.

It is suggested that MPTI increase the amount of existing equipment by purchasing duplicates of the present equipment, thus providing each student with adequate equipment to work with, and preventing the loss of experience due to time being wasted in search of or waiting for equipment and materials.

Also, it is recommended that MPTI increase its supply of text and reference books, both in the bookstore and in the library. The library should maintain a larger supply of reference books, as these seem to be most in demand.

It is also requested by many students that the bookstore operate on a system whereby students can rent textbooks instead of purchasing them.

Recommendation No. 17: Off-Campus Instruction

It is highly recommended that students avail themselves of every opportunity to obtain on-the-job training, internships, and work experience. Employers in all areas are impressed by students who have this type of experience while in school. (See Appendix M-4)

Also, it is recommended that MPTI arrange for and possibly supervise more work experience or field experience courses for their students.

It is further suggested that field trips to area businesses, institutions and industries be encouraged. Field trips, however, should contain fewer students and last for longer periods of time, thus making them more beneficial for the students. Field trips also provide an excellent means of exposing students to the types of businesses in which they hope to work and they are an excellent means of communication with area businesses and industries.

Recommendation No. 18: Scheduling for Students

During the course of this project, numerous suggestions have been made for changing the schedule of classes for students. The majority of these suggestions have come from the students themselves.

It is recommended that MPTI consider the suggestions of students in scheduling classes, and that they try to develop a system that will accommodate the most people. This can be accomplished by avoiding long blocks of free time between classes, as many students travel a distance to attend school and very limited facilities are available in which to pass these long spans of free time.

Also, remarks have arisen concerning the frequent daily changes in classrooms. It would facilitate matters if there was more consistency in classroom scheduling.

Finally, it is suggested that consideration be given to scheduling more courses which pertain to the actual program for those students who enroll in January. Presently, they are required to take too many General Education and elective courses, and this discourages students from completing the program.

Recommendation No. 19: Blueprint Reading

Business and industry are presently experiencing a shortage of qualified personnel who are able to read blueprints. It is therefore recommended that Blueprint Reading be stressed in all Trade and Industry programs. Also, courses in Blueprint Reading should be offered during the day and in the evening for employees of area companies. The day course would be very beneficial for employees who work second and third shifts and cannot attend evening courses. The Blueprint Reading course and similar courses would serve as refresher courses for MPTI graduates and for continuing education courses for employees with no vocational-technical background. They would be very helpful for all employees seeking a promotion.

Recommendation No. 20: Electronic Servicing

There is a need at the present time to further evaluate the Electronic Servicing program at MPTI. A change needs to be undertaken and more information is suggested before this change takes place.

It is recommended that the Electronic Servicing program be separated into two programs: an industrial electronics program and a TV and radio repair program. This can be accomplished as follows:

1. Develop a screening test to determine if a student is qualified for a TV or radio repairman. The major qualification that is necessary for this is that the student be an extrovert, that he possess an outgoing personality and that he will be successful both as a salesman as well as a repairman. If the student has this quality encourage him into the TV and Radio Repair program. If not, counsel him into the Industrial Electronics program.
2. Develop specialized courses for each of these two areas.
3. Arrange the schedules so that all Electronic Servicing students are together in courses that will give them a general background in electronics during the first semester. Then, allow them to specialize in the particular area in which they are qualified during the second semester.

A SUGGESTED ELECTRONIC SERVICING PROGRAM

PROGRAM	1st SEMESTER	2nd SEMESTER
Industrial Electronics	General Electronics courses for all students including General Education requirements	Specialized courses in Industrial Electronics
TV and Radio Repair		Specialized courses in TV and Radio Repair, including salesmanship

This may be especially beneficial due to the decreasing job market for TV and radio repairmen, caused by longer lasting televisions which are more easily serviced.

Recommendation No. 21: General Education

Many problem areas which have been described in this report concern General Education courses. There is a divided opinion between students and graduates who have taken these courses, and employers and instructors who have not taken them. The question that arises is, "Why is there such a difference of opinion?"

Three possible explanations which may exist are: 1) the General Education courses do not pertain to the programs in which the students are enrolled, and therefore are not interesting to the student; 2) there is too much duplication of material among General Education courses, and 3) the General Education instructors are not familiar with the programs in which their students are enrolled or with what their fellow General Education instructors are teaching in their courses.

There is a need for good General Education courses at MPTI and this need has been expressed by a majority of employers and advisory committee members. Therefore, it is recommended that further evaluation be conducted to determine if the above explanations are an accurate appraisal of the problem. If this is so, encourage General Education instructors to attend advisory committee meetings for the programs in which their students are enrolled. Also, instructors should be encouraged to increase their communications with fellow instructors to acquire a knowledge of other programs and to avoid the duplication of material in General Education courses.

Recommendation No. 22: Practical Nursing

It is recommended that MPTI make some necessary changes in the Practical Nursing program to meet the demand for qualified practical nurses. One of the changes that is necessary is to relate the Practical Nursing program more toward nursing homes, as this is one area where nurses are in demand.

It is further recommended that a selection of Practical Nursing clinical courses be offered as elective courses in order that students can gain additional experience in the field in which they plan to work.

The most important recommendation is that the Practical Nursing program contain a course on Medications and Drug Administration. Every person contacted stated that practical nurses from MPTI are well trained except for their knowledge of drugs and how to administer them.

Recommendation No. 23: Food Manufacturing

It is strongly recommended that the schedule for the Food Manufacturing program be changed, especially for Food Manufacturing-Canning and Freezing students. The program should begin in October and end in June. This change is necessary to allow students to gain a full three-month internship during their summer vacation. They are being shortchanged as presently there is no work for them in June and there is too much work in September. The schedule should be revised to accommodate this opportunity for students to gain experience.

Recommendation No. 24: Administration

Category No. 8 - District/School Policies, Rules, and Regulations contains 105 responses that are considered problem areas. This is the second most frequent category in which responses were listed, with only Category No. 29 - Revision of Courses containing more responses.

It is understood that all changes in school rules and regulations which are suggested cannot be undertaken and in view of this, along with time limitations, this researcher cannot attempt to select which rule changes are necessary and decide if such changes can be accomplished.

Therefore, it is suggested that those persons who are in an administrative or management position review Category No. 8 and the problems listed therein in order to consider which policies and rules need revision, and to determine the most beneficial way in which these changes can and should occur.

Two areas which are worthy of special consideration are the Farm Training program and the library. There is an immediate need to enforce library rules, especially silence, or to provide students with additional areas in which they may study.

Also, it is suggested that students presently enrolled in the Farm Training program continue to participate in this program on a limited basis after his five-year period is completed. Farming is becoming a highly technical field and continuing education is necessary for farmers to remain successfully productive.
(See Appendix M-5)

Conclusion

No recommendations which can be established from this report can be beneficial unless the administration, faculty, and students of MPTI make a firm decision to review and to establish a program or a plan to solve the existing problems presented herein. The cause of the existing problems lies with no one, and the solutions are in the reach of each one of us.

It is the major challenge of this report to open up the channels of communication and to embark on a working relationship in which all persons at MPTI, working together, can begin to develop the Moraine Park Technical Institute as a coordinated and functioning institution to provide district employers with qualified and adequately prepared employees.

The groundwork has been established and an excellent tool made available to accomplish this task. Steps II-V of the Nominal Group Method should be implemented to carry out the beginning established through this report.

SUMMARY

Summary 330-331
Bibliography 333

SUMMARY

In July, 1973 the Wisconsin Board of Vocational, Technical, and Adult Education approved the funding of a federal project to evaluate the full-time courses and programs offered by the Moraine Park Technical Institute. During the five years previous to this project an evaluation such as this one had not been undertaken in the Moraine Park district, and due to the rapid advances in technology, an evaluation became necessary to determine if MPTI is adequately preparing students for employment in a training-related field and to determine where inadequacies exist.

Due to the results of a highly successful research project conducted by MPTI research personnel in 1972-73 entitled, "A Problem Search of the Services Provided and the Unmet Needs of Disadvantaged and Handicapped Residents of the Moraine Park VTAE District: A Nominal Group Method Approach (Project No. 10-007-151-223), the Nominal Group approach was selected and implemented in this study. Through the use of the Nominal Group Method the researchers were able to contact and to obtain responses (problem areas and suggestions) that are recorded verbatim, categorized with similar responses, and presented herein, from MPTI instructors, staff, students and graduates, from advisory committee members serving a full-time program at MPTI, and from area employers, especially those employers who employ graduates of MPTI.

The results that were obtained through the use of the Nominal Group Method have been ranked by the participants in each session and are presented in their order of priority.

To test the reliability of the priority ranking of responses, a re-ranking process was performed. It is felt that due to the stability in importance of the Nominal Group responses over a time period, they are truly important problem areas to be considered for change if MPTI is to continue to adequately prepare students. The re-ranking process was completed by participants from an instructor, an advisory committee, two students, and a graduate Nominal Group session.

In addition a comparison was made of the ranking of the responses retrieved during the Practical Nursing Nominal Group session between the participants in this session, and the entire Practical Nursing class of which they are a part. This comparison shows that the responses stated by the representatives of a group in a Nominal Group session are an adequate indication of the ideas and problems of the entire group.

Within one week following each Nominal Group session, the results from the particular session were distributed to all persons directly involved with the program being evaluated in the Nominal Group meeting. All Nominal Group results were given to Mr. Allen Lindgren, Administrator of Instructional Services. In addition, when applicable, results were distributed to Mr. Lee Flanders, Campus Supervisor-West Bend campus; Mr. Paul Morin, Supervisor-Beaver Dam campus; and also to department chairmen, coordinators, advisory committee members, counselors, and graduates. The feeling was that by distributing results as they were received, those persons responsible for changes could begin the lengthy process of initiating these changes as the need occurred without the necessity of waiting for the abundance of results to be made available through this report.

In order to supplement the Nominal Group responses additional ideas and suggestions were generated through the use of a questionnaire and by personal interviews with advisory committee members and employers.

Major problem areas discovered during this research project and presented in this report include the need for revisions in course objectives and materials; suggested changes in district/school policies, rules, and regulations; a need for additional or updated facilities and instructional equipment; a desire for additional courses and programs; suggested changes in the scheduling of classes and classrooms for students and instructors; a need for better instructional methods both on and off campus; for increased communications and understanding among persons at MPTI and for more and better counseling and testing of students, and for an increased usage and awareness of MPTI advisory committees and their members.

In this report, recommendations are presented which attempt to alleviate the number of problem areas which were discovered during the course of this report.

The major recommendations in this report include: 1) a continued evaluation of MPTI courses and programs; 2) increased usage of advisory committees; 3) increased communication both among persons at MPTI and with companies, businesses, and institutions; 4) a better placement of students in programs through increased counseling and testing; 5) changes in MPTI courses and programs and changes in school policies and regulations; 6) obtaining more and better instructional equipment, and 7) revisions in the scheduling of classrooms and class periods for students and instructors.

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BIBLIOGRAPHY

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APPENDIX

Appendix A-1	List Of Abbreviations	334
Appendix B-1	Letter to Instructors	336-337
Appendix C-1/C-4	Minutes of Advisory Committee Meetings	339-345
Appendix D-1/D-2	Letters Requesting Re-ranking Process	347-348
Appendix E-1/E-7	Information on Instructor Recruitment and Participation in Study	350-358
Appendix F-1/F-5	Information on Advisory Committee Recruitment and Participation in Study	360-369
Appendix G-1/G-4	Information on Employer Recruitment and Participation in Study	371-380
Appendix H-1/H-5	Information on Student Recruitment and Participation in Study	382-388
Appendix I-1/I-3	Information on Graduate Recruitment and Participation in Study	390-392
Appendix J-1/J-3	Information on Management Staff Recruitment and Participation in Study	394-396
Appendix K-1	"Distribution of Results" Letter	398
Appendix L-1	Telephone Calls	399
Appendix M-1/M-7	Letters Received During the Course of the Project	401-407

Appendix A-1

LIST OF ABBREVIATIONS

ANA	-	American Nurses Association
Assoc.	-	Association
ATEA	-	American Technical Education Association
AVA	-	American Vocational Association
AVT	-	Audiovisual Tutorial
DECA	-	Distributive Education Club of America
FTE	-	Full-time Equivalency
IBM	-	International Business Machines
MDTA	-	Manpower Development Training Act
MPTI	-	Moraine Park Technical Institute
NBEA	-	National Business Education Association
NCR	-	National Cash Register
NEA	-	National Education Association
OJT	-	On-the-job training
3M	-	Minnesota Mining and Manufacturing Company
UW-Center	-	University of Wisconsin Center-Fond du Lac
UW-Oshkosh	-	University of Wisconsin-Oshkosh
VA	-	Veterans Administration
WAVAE	-	Wisconsin Association for Vocational and Adult Education
WBEA	-	Wisconsin Business Education Association
WEA	-	Wisconsin Education Association
WNA	-	Wisconsin Nurses Association
WOEA	-	Wisconsin Office Education Association

An initial letter addressed to all instructors at MPTI asking their cooperation in conducting this research project.

Moraine Park Technical Institute
District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Appendix B-1

October 8, 1973

TO: All Instructors of the Moraine Park VTAE District's
Agriculture, Business, General Education, Health
Occupations, and the Trade and Industry Departments

The Moraine Park VTAE District's Research and Development department has undertaken a federally funded research project to evaluate the programs and courses comprising six major departments of the technical institutes in our District. The programs under evaluation are in the Agriculture, Business, Health Occupations, General Education, and the Trade and Industry departments.

In order to attain a comprehensive evaluation, the researcher intends to interview with the faculty and students of the Moraine Park District, graduates of the technical institute who are employed in occupation-related jobs and employers of our graduates. The primary goal of the study is to determine the charges in curriculum which need to be initiated to keep current with the demands of District employers in business and industry.

The District has assigned Miss Patricia Callahan to conduct the study and write the final report. You may expect that she will be contacting your department chairmen in the near future in regard to the participation of the faculty and a representative sample of students in each program. Some of you may be familiar with the Nominal Group Problem Identification Method which will be utilized in this study to evaluate our programs. For those not familiar, Miss Callahan will explain the process in detail when you meet. You will remain anonymous as participants in the study.

We would appreciate it if you would cooperate with Miss Callahan in the organization of Nominal Sessions with the faculty and students. An evaluation of this type is necessary for our programs to keep current with the education and work experience desired by our students and the employers.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

A copy of the final report will be made available to you at its completion.

Sincerely,

Robert P. Sorensen

Robert P. Sorensen, Director

A. E. Weiner

A. E. Weiner, Administrator
Research and Development

Allen Lindgren

Allen Lindgren, Administrator
Instructional Services

Carl E. Smedberg

Carl Smedberg, Administrator
Student Services

Notes and minutes from advisory committee meetings. An advisory committee had been established as a source of information in developing and conducting this research project.

Appendix C-1

MINUTES

ADVISORY COMMITTEE

COURSE CONTENT AND PROGRAM EVALUATION MODEL RESEARCH PROJECT

October 30, 1973

Present: Allen Lindgren, Administrator-Instructional Services
Arthur Weiner, Administrator-Research and Development
Phyllis Nagler, Curriculum Specialist
Arnold Hastings, Marketing Instructor
Carl Smedberg, Administrator-Student Services
Patricia Callahan, Research Specialist
Elaine Henrich, MPTI student
James Mowbray, Automotive Instructor
Sue Schwamb, MPTI student
Michael French, Communications Instructor

Absent: Orlen Braunscheig, MPTI student

The first meeting of the advisory committee was held in the district office conference room commencing at 3:00 p.m.

Miss Callahan explained the background of the project and described the Nominal Group Problem Identification Method which will be the primary data-collection instrument. The committee was informed that in order to attain a comprehensive evaluation, the study would involve the participation of instructors, students, graduates, employers and program advisory committees. Each sector's results will be supplemented by questionnaires completed by persons not participating in a Nominal Group. If there is extreme difficulty in recruiting participants for employer Nominal Groups, it is intended that a representative sample of the employers completing a questionnaire will be accomplished by personal interview.

Mr. French suggested that the questionnaires be instruments of validation for the results of the Nominal Sessions. Although the time element is a large factor, gathering a group of eight students as a test group to experiment with the feasibility of this method is being considered.

Mr. Smedberg suggested that the most valid means of identifying "job activities" to be used in the employer questionnaire is by the course objectives and then have the course instructor review and modify them.

Mrs. Nagler stated that the approach is designed to produce only negative aspects of the programs and courses and that equal concentration should be devoted to the positive aspects of our educational system. It was explained that neither the project objectives nor the methodology allow for this.

Miss Callahan presented a sample of an "Instructor Self-Evaluation" and "Instructor Evaluation by Students". In order to protect the anonymity of the instructors, she suggested that the results by compiled by department. Several persons were dissatisfied because of the legalities and others because of the lack of productivity of an evaluation which is so broad as to evaluate only by department. Mr. Hastings stated that unless it was done by program, he did not feel it would be worthwhile.

Mrs. Henrich stated that she felt the majority of students would give an objective "Instructor Evaluation".

Mr. Mowbray has several samples of instructor evaluations by students which will be reviewed.

The Nominal Sessions with instructors will hopefully begin on November 28. Some decisions on the questionnaires and instructor evaluations are being reserved until the committee has more time to review them. Another meeting will be held within the next few weeks.

Meeting adjourned at 4:35 p.m.

Appendix C-2

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Advisory Committee - Course Content and Program Evaluation Model

FROM: Patricia Callahan, research specialist

DATE: November 13, 1973

SUBJECT:

Subsequent to a discussion between Mr. Weiner and myself concerning the degree of comprehensiveness at which this study has been undertaken, we came to the conclusion that some changes are necessary. I now intend to place 85% of my concentration on the completion of nominal sessions. The background information sheet will be more in-depth and will replace questionnaires previously intended for each group. However, I am aware of the difficulties which are anticipated in organizing nominal sessions with employers and employees and I am open to utilizing the questionnaires as a supplement to the nominal sessions if I am unable to organize a representative sample of employers and employees. If it is necessary to mail questionnaires or conduct personal interviews, please note that the section of the employer's questionnaire which asks them to rate the proficiency necessary and the actual proficiency of our graduates by job activity will be eliminated. After developing this section for several associate degree programs, it is felt that the length it adds to the questionnaires will discourage a significant number of persons from responding.

Enclosed are the revised questions which I intend to use in the nominal sessions. Please review them as well as the questionnaires for the employers and employees, the instructor rating by students and instructors and the advisory committee rating of their duties and responsibilities, which you received prior to our first meeting. The first nominal session is scheduled for November 28.

I would appreciate your assistance once again at a meeting scheduled for Tuesday, November 20 at 3:00 p.m. in the district office conference room. We will discuss any feedback on the materials you have received which time did not allow for at our last meeting, and I will inform you of additional changes which have been made.

jmg

Appendix C-3

MINUTES

ADVISORY COMMITTEE

COURSE CONTENT AND PROGRAM EVALUATION MODEL RESEARCH PROJECT

November 20, 1973

Present:
- Arthur Weiner
- Carl Smedberg
- Elaine Henrich
- James Mowbray
- Michael French
- Sue Schwamb
- Patricia Callahan

Absent:
- Allen Lindgren
- Phyllis Nagler
- Arnold Hastings
- Orlen Braunscheig

A meeting of the advisory committee was held in the district office conference room commencing at 3:00 p.m.

Miss Callahan explained the revisions made due to the comprehensive-approach to the study. It was explained that the background information would be expanded for use in the Nominal Sessions and eliminate the use of questionnaires as a supplement. However, if it is determined that the number of employees and employers organized for participation in the study are limited, a questionnaire will be utilized.

Mr. Mowbray brought several samples of instructor evaluation by students as well as instructors. They will be reviewed and incorporated if appropriate.

It was suggested that the Student Senate be approached in order to explain the project and possibly receive their assistance in recruiting student participants. It was unanimously agreed that an important factor in organizing students is to familiarize the student body with the project. It was suggested that the instructors can be used as resources following their participation in a Nominal Session. Mr. French suggested that one approach for informing students is to take 5 to 10 minutes in several classes to explain the project. Mr. Mowbray agreed that the instructors would favor this approach.

Mr. Sorensen informed the group that in his study four advisory committees were involved with approximately 16 persons. Although this is not a large enough sample to represent all advisory committees in the District, his report will be reviewed as a possible source in the final report.

Mr. French suggested that administration, including the department chairmen, should be involved in Nominal Sessions. Although final determination on the appropriateness and productivity of their participation in Nominal Sessions has not been made it was unanimously agreed that they should take part.

Meeting adjourned at 4:00 p.m.

A list of objectives for the "Course Content and Program Evaluation" project. This list was sent to all advisory committee members and to all area employers who were contacted to participate in the project.

Appendix C-4

OBJECTIVES

Project No. 10-004-151-224

1. If a need is indicated, recommend courses or course content which could be added to the curriculum to enhance the students' knowledge or skills for a specific occupation.
2. If the results show that there are courses or course objectives which are irrelevant for employment in a training-related job, recommend that they be deleted from a specific program.
3. If there is a significant indication that the instructional equipment used is not current with that of business and industry, recommend the purchasing, borrowing, or renting of updated equipment used for instructional purposes.
4. If a need is identified, recommend the updating of instructional materials to assure the student of current background knowledge in their field of study.
5. If there is a significant identification of instructors defaulting the educational process because of their methodology or inability to attain the course objectives, recommend alternatives to assist the instructor.
6. If it is identified by employees and employers that courses presently required for completion of a program are important, but should be on an elective status for the student who desires a more well-rounded education or specialization in the field, recommend that consideration be given to this.
7. If a deficiency is uncovered in the high school guidance departments in vocational counseling, recommend that the vocational-technical institutes work more closely with them to keep the high school counselors informed.
8. If students and graduates indicate dissatisfaction with their choice of a career, recommend that stress be placed on additional aptitude testing and career counseling in our schools.
9. If the identification of "occupations in demand" shows that consideration of expanding, adding or deleting programs would be desirable, recommend this to the administration and inform the counseling and placement offices for their benefit in advising students.
10. If there is evidence of school policies, red tape and administrative regulations that inhibit the instructors' productivity, recommend to the administration that consideration be given to alternatives by the administration.

11. If there is evidence of a need for additional instructor evaluation, recommend that this be done on an ongoing basis in a concise and positive way.

12. If the testing methods used by instructors are shown not to be productive and fair, recommend that consideration be given to alternate methods.

13. Determine the job recruiting sources of employers and employees, and if it is shown that the involvement of the placement service is minimal, recommend that efforts be given to increasing the cooperation and coordination between employers and the placement service.

14. If a need for refresher courses to update the skills of employees is indicated, recommend consideration of offering refresher courses on a part-time basis.

15. If the employers indicate interest in being informed on the programs relevant to their business or industry, recommend the organization of in-service meetings.

16. If the productivity of the existing advisory committees is not functioning at a realistic maximum level in assisting program planners, recommend changes in the areas shown to be at a low functioning level.

17. If there is a desire for or a need shown to have instructors in trade and industry employed in their field during the summer months to keep current with the trends in business and industry, recommend that this become mandatory on an established rotating basis.

18. If employers and employees indicate a desire or need for specialization in any field(s) for the existing and future job market, recommend consideration of summer credit/non-credit specialized courses or programs.

Copy of the original letter sent to Nominal Group participants requesting that they complete the re-ranking process.

An additional letter which had been sent as a reminder to complete the re-ranking. These letters were necessary due to the slow response to the initial request.

Appendix D-1

Moraine Park Technical Institute

District Office 235 North National Avenue Fond du Lac, Wisconsin 54935 (414) 922 8611

Recently you participated in a Nominal Group Session as a representative of the Fond du Lac Campus Practical Nursing program in the research project entitled "Course Content and Program Evaluation". I would like to thank you for your participation as the results are of much value to the study.

As you are aware, it is very important to a research study, particularly one as comprehensive as this evaluation, that validity of the results be proven. The best method for showing validation of the Nominal Group results is by the re-ranking of responses to determine the correlation of the original ranking and the re-ranking. I would appreciate it if you would take 10 minutes from your busy schedule and assist me once again by re-ranking the responses elicited from your group.

The steps for completing the enclosed re-ranking form are as follows:

1. Read through each response carefully.
2. Place a check (X) in the space provided identifying what you feel are the 10 most important items.
3. Select from the 10 items which are checked (X) the one which you feel is most important and give it 10 points alongside the check mark. Then select the next most important of the 9 remaining checked responses and give that item 9 points. Then continue with this sequence until the last checked item receives 1 point.
4. Place the re-ranking form in the enclosed, self-addressed return envelope and mail immediately. It is very important that each participant re-ranking the responses do so within a short time period of each other.

Thank you very much for your cooperation. If you have any questions, please call me at (414) 922-8611 extension 23.

Sincerely,

Art Marson

Art Marson
Research Department

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Appendix D-2

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

March 22, 1974

Dear .

Recently you received a request to re-rank the results of the Nominal Group in which you participated as a member of the Fashion Merchandising, Industrial Marketing, and Marketing Advisory Committee. The purpose of the re-ranking is that it is necessary to show the validity of the original ranking during the Nominal Group process.

I would very much appreciate it if you would take a few minutes from your busy schedule in order to complete the re-ranking process and to return these results to me. It is very important that you do this. If I do not receive your re-ranking, I will be forced to discard the re-ranking of the other four members who participated in the Nominal Group, and this will reflect on the entire results of the study.

Thank you very much for your cooperation in this matter and for the very valuable information you supplied during the Nominal Group meeting.

Sincerely,

Art Marson

Art Marson
Research Department

AM:ml

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Letters that were written to MPTI instructors requesting their participation in a Nominal Group session to evaluate courses at MPTI.

Appendix E-1

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Mr. Brusoe, Miss Dreischmeier, Mrs. Helmeid, Mr. Henkel, Mr. Herzig, Miss Kojis, Mrs. Olson, Mr. Swenson, Mr. Shaw, Mr. Van De Leest, and Miss Lyneis

FROM: Paul Wyant

DATE: November 7, 1973

SUBJECT: Nominal Group Sessions-Federal Project-Patricia Callahan-Research Specialist

As you will probably recall, you received a memo a month back with four signatures-Mr. Sorensen's, Mr. Weiner's, Mr. Lindgren's, and Mr. Smedberg's.

This memo concerned the cooperation of the staff in a Federal Project evaluating the programs of MPTI.

In discussing this project with Miss Patricia Callahan, the following meetings have been set up for Nominal Group sessions.

The attached sheet will list the time you should participate in a Nominal Group session. If you have any questions, please contact Miss Patricia Callahan or Mr. Weiner.

Appendix E-2

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Mr. Paul Wyant
Department Chairman, Office and Marketing Occupations

FROM: Patricia Callahan, Research Specialist

DATE: 11/1/73

SUBJECT: Nominal Group Sessions

We recently discussed the scheduling of instructors in Nominal Group Sessions for participation in the district's research project, Course Content and Program Evaluation Model. At that time you suggested that a Wednesday morning and afternoon would be most convenient for the Business Education instructors. The instructor schedules which were made available to me indicate that if a Nominal Session is held on Wednesday, November 28, 1973 in Room 120, Conference Room, MPTI-Fond du Lac, the majority of the following instructors will be available at the times indicated:

8:00 a.m.

Henkel
Lyneis
Brusoe
Van de Leest
Helmeid

1:00 p.m.

Swenson
Dreischmeier
Herzig
Shaw
Kojis
Olson

If my records are inaccurate and an alternate schedule is better for the department or if individual instructors are unable to participate please notify me immediately. It would be helpful to me if you would prepare the instructors by explaining to them that this is a statistical analysis of programs and courses and that they will remain anonymous as participants.

Thank you for your cooperation.

jmg

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: All Instructors of the Moraine Park VTAE District's Agriculture, Business, General Education, Health Occupations, and Trade and Industry Departments at the Fond du Lac Campus

FROM: Patricia Callahan, research specialist

DATE: October 31, 1973

SUBJECT: Scheduling of Nominal Group Sessions for Participation in the District's Research Project "Course Content and Program Evaluation Model".

An Instructor Nominal Group Session schedule has been supplied to your department chairman. I have made every attempt to schedule the sessions for a time that is most convenient to the majority of instructors. When appropriate, for instructors who will be missing a regularly scheduled class, perhaps it might be possible to arrange for a film, guest speaker, or examination for that day. You may expect that the Session will take from 2 to 2½ hours.

If you have any questions please contact your department chairman or you may call me at ext. 23.

jmg

CC: Department Chairmen

Appendix E-4

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO:

Mr. Grundahl
Van Dixhorn
Hokes

Mr. Kelly
Madigan
Wagner

FROM: Patricia Callahan, Research Specialist

DATE: 11/1/73

SUBJECT: Nominal Group Sessions

As you may recall from a memo which was distributed to all Moraine Park instructors, the district's research department is conducting a study, Course Content and Program Evaluation Model.

The Nominal Group Sessions which will comprise the major portion of the data collection have been scheduled for instructor participation in all departments. Conveniently, the Farm Training Program instructors and the Production Agriculture instructor meet once a month on a regular basis. It has been arranged that your participation in the study can be held during this meeting which is based in Fond du Lac during the month of January.

The Nominal Session will begin at 9:00 a.m. on Thursday, January 3, 1974 in the district office conference room.

I hope that you will be able to participate and I am looking forward to meeting with you. If you have any questions please contact me at the district office.

Thank you for your cooperation.

jmg

CC: Mr. Wayne Koene

Appendix E-5

MORAINE PARK VOCATIONAL, TECHNICAL& ADULT EDUCATION DISTRICT

MEMORANDUM

TO:
Mr. Kurt Haas
Mr. Kenneth Nelson
Mr. Glenn Demoske
Mr. Donald Laine
Mr. Arnold Roloff
Mr. Joseph Atwood
Ms. Jane Capelle
Mr. Augustine Ridolfi
Mr. William Reinhardt
Ms. Louise Aplin

FROM: Art Marson, Research Department

DATE: March 5, 1974

SUBJECT: Course Content and Program Evaluation

The Moraine Park VTAE District is engaged in a comprehensive research project entitled "Course Content and Program Evaluation." The primary goal of this study is to determine if the three Technical Institute campuses located in our district are adequately preparing our students for employment in a training-related field. We feel that to accomplish a comprehensive study it is necessary to involve the instructors, students, graduates, employers of our graduates, and the advisory committees for our programs.

The primary method being used for collecting data is the Nominal Group Problem Identification Method. This involves the participation of 4 to 8 persons of a homogeneous background who identify, rank, and determine priority problem areas to be considered for change. The session lasts approximately two hours. There will only be one meeting with each group.

We would very much appreciate your assistance in this study. In your role as an instructor you are in an excellent position to assist us in determining areas where change should be initiated.

A Nominal Group session has been scheduled for the instructors as the West Bend campus on Monday, April 1 at 2:00 p.m. in Room 134. Please take a few minutes from your busy schedule to complete the tear-off sheet below indicating your preference for participation at this meeting. We ask you to sign the form only because a reminder will [illegible] sent out one week prior to the scheduled meeting. No n[illegible] will be used in the study.

It is hoped that very few classes will be missed due to your participation in the Nominal Group session. However, if the case does arise, a test or movie could possibly be scheduled for that particular class.

The original instructor background information sheet. This form was used by all instructor participants in Nominal Group sessions.

Appendix E-6

Nominal Group No. ______

INSTRUCTORS

Background Information

1. Age ______ Male ______ Female ______

2. Circle One: Beaver Dam Campus Fond du Lac Campus West Bend Campus

3. Length of time employed by MPTI as:

	(a) full-time instructor	______ yrs.	______ mos.
	(b) part-time instructor	______ yrs.	______ mos.
	(c) other, specify ______	______ yrs.	______ mos.

4. Degrees and credits you have earned:

(a) B.S. equivalency	______ Major			
(b) B.S. degree	______ Major	______ Minor(s)	______ School	______ State
(c) Graduate credits	______ Major	______ No. of Credits	______ School	______ State
(d) Masters degree	______ Major	______ School		______ State
(e) Post-grad credits	______ Major	______ No. of Credits	______ School	______ State
(f) Specialist Ed.D.	______ Major	______ School		______ State
(g) Ph.D.	______ Major	______ School		______ State

5. How many years of non-teaching (occupation-related) work experience do you have? ______

6. How many years of teaching experience do you have? ______

7. Are you teaching in your major (college preparation) area? Yes No

8. Are you teaching in your minor (college preparation) area? Yes No

9. What is your present status for certification by the Wisconsin Board of VTAE?

(a) ______ Standard Certificate (b) ______ Provisional Certificate (c) ______ Not Applicable

What area(s) are you certified to teach? (Ex: Secretarial Science) ______

______

10. List all professional organizations of which you are a member:

Name of Organization	Name of Organization
______	______
______	______
______	______

A copy of the worksheet that was distributed to instructors after they had completed the background information sheet.

This worksheet contains the question from which responses were retrieved. The question is similar for each group of participants and therefore only one worksheet is included in the appendix.

Appendix E-7

INSTRUCTOR WORKSHEET

The Moraine Park Technical Institute is conducting a study of its courses and programs to identify any areas of change which will assist us in keeping current with the employment trends in business and industry.

Please assist us by identifying any changes you would like initiated in the courses you teach, or the programs of which your courses are a part, that you feel would improve your class or the overall program. Consider areas which would update or upgrade the curriculum and better prepare the student to secure employment in a training-related job. Consider in your problem identification the roles of the student, employer, employee, advisory committee, and instructor.

NOTE: Please be specific and as brief as possible.

Copy of the letter sent to advisory committee members who were invited to participate in a Nominal Group session. This letter also requests that the advisory committee member complete the questionnaire which was enclosed.

Appendix F-1

Moraine Park Technical Institute

District Office 235 North National Avenue Fond du Lac, Wisconsin 54935 (414) 922 8611

TO: Members of Program Advisory Committees of the Moraine Park VTAE District

The Moraine Park VTAE District is engaged in a study entitled "Course Content and Program Evaluation Model". The primary goal of this study is to determine if the three Technical Institute Campuses located in our district are adequately preparing graduates for employment in a training-related field. In order to reach this goal we feel that it is important to involve all persons who directly influence or are influenced by our educational programs. Therefore we will be meeting with program advisory committee members, employers of our graduates, graduates of our programs, instructors, and students.

There are two methods used to collect information for this study. The primary method is the Nominal Group Session. This involves the participation of 5 to 8 persons of a similar background who identify, rank, and determine priority problem areas to be considered for change. The sessions last approximately two hours.

The second method is a brief questionnaire, which is enclosed. We have randomly selected representative advisory committees from each department to participate in Nominal Groups and ask, in addition, that they complete the enclosed brief questionnaire. Completion of the questionnaire is also being requested of other advisory committee members who are not participating in Nominal Group Sessions.

I would very much appreciate your assistance in our efforts to determine if there are weaknesses in our educational programs, and if so, in what areas changes are needed. As employers and employees familiar with the programs, you are in one of the best positions to assist in this analysis.

Please take ten minutes from your busy schedule and complete the form indicating your preferences for participating in a Nominal Session and the one-page advisory committee questionnaire. Two self-addressed return envelopes have been supplied in order that anonymity can be guarded. No names are requested on the questionnaire and it is requested for participation in a Nominal Session only so that you can be reminded of the time, day and location of the Session. Names will not be used in the study. It would be appreciated if they can be returned within the next week.

Thank you for your cooperation.

Sincerely,

Wayne G. Koene

Wayne G. Koene
Agriculture Coordinator

WGK:PC:jmg
Encs.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

Copy of the letter that was received by advisory committee members who did not participate in a Nominal Group session. This letter requests that they complete a questionnaire to supplement Nominal Group results.

Appendix F-2

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Advisory Committee Member,

The Moraine Park District has recently undertaken a federally funded research project entitled, "Course Content and Program Evaluation Model". In this project all full-time programs offered in the District will be examined. They include courses in Agriculture, Business Education, General Education, Health Occupations, and Trade and Industry. The primary objective of this study is to determine if our students are being adequately prepared for employment in a training-related field.

Instructors, students, graduates, employers, and advisory committee members are being included in the study in order to achieve a comprehensive evaluation. The primary method for obtaining information is the Nominal Group Problem Identification Method which involves a single group meeting with 5 to 9 members from each section mentioned representing each of our programs.

Due to time limitations and a modest staff, it is impossible for us to arrange individual meetings with all five sectors in all of our programs. Therefore, as a supplement to the individual group meetings, a questionnaire is being employed to supply us with necessary information.

We have already held a meeting with some advisory committees in Nominal Group sessions and many more meetings are scheduled in the near future; however, we will be unable to arrange a Nominal Group session with your advisory committee. Therefore, I would appreciate it if you will assist us by taking a few minutes from your busy schedule to complete and return the enclosed questionnaire. Please answer the questions on both pages. To insure reliability it is necessary that all questions are answered. It will be helpful to read over the enclosed list of objectives for this project before completing the form.

Due to the large amount of information we are receiving, it would be of great service to us to have the questionnaire returned no later than February 20, 1974.

Thank you for your cooperation.

Sincerely,

Patricia Callahan

Patricia Callahan
Research Specialist

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

A reminder letter to advisory committee members requesting that they return the questionnaire and a slip indicating their preference for attending a Nominal Group session.

Appendix E-3

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Advisory Committee Member:

As you may recall from a letter you received in early January the Moraine Park VTAE District's Research and Development department is conducting a study entitled, "Course Content and Program Evaluation Model".

I am looking forward to meeting with you and members of your committee. I feel that your assistance in determining if the Technical Institute Campuses are adequately preparing its students for employment in a training-related job will be invaluable.

Please take a few minutes from your busy schedule to complete and return the enclosed forms indicating your preference for participating in a Nominal Group session and the one-page advisory committee questionnaire.

If you have returned both forms, please ignore this request. Thank you for your reply.

Sincerely,

Patricia Callahan

Patricia Callahan
Research Specialist

PC:jmg
Encs.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Copy of the questionnaire sent to all advisory committee members representing full-time programs at MPTI.

Appendix F-4

ADVISORY COMMITTEE MEMBERS

Background Information

1. Program for which you serve on an advisory committee ______________________

____

2. How many semesters have you served? 1 2 3 4 5 6

3. Circle One: Employer Employee Other, specify ______________

4. Age ________ Male ________ Female ________

5. List any vocational-technical degree(s) which you have earned:

Program/Major	Degree Earned

6. Years of occupationally-related job experience ____________

7. How many MPTI graduates are employed by your company, business, or institution? ______

8. How many persons are employed by your company, business, or institution? ________

9. Do representative instructors participate in your advisory committee meetings? Yes No

10. How many times per year (on the average) does your advisory committee meet?

    Circle One: 1 2 3 4 5 6 7 8

11. Do you feel that the frequency of meetings is adequate to perform all duties? Yes No

    If no, please explain: ______________________________

PLEASE NOTE INSTRUCTIONS ABOVE THE 2 COLUMN SECTIONS. PLACE AN (X) IN THE APPROPRIATE SPACE.	Please rate the degree of importance you feel each function listed has in the role of an advisory committee.			Please rate the extent to which your advisory committee devotes to each of the functions.			
FUNCTIONS	Very important	Important	Not Important	We Do Emphasize	We Should Emphasize More	We Should Emphasize Less	We Do Not And Should Not Emphasize
Develop lists of entry positions of future advancement available to graduates to be used in recruitment							
Survey the community to determine job openings							
Place students in part-time jobs during their enrollment at MPTI							
Place graduates in jobs							
Renew standards for admittance to vocational-technical programs							
Speak to adult groups about school programs							
Talk to high school groups about MPTI programs							
Develop the goals and objectives of the program							
Develop overall curriculum							
Review the content of the courses with the curriculum							
Determine equipment to be purchased for instructional use							
Evaluate facilities for instruction							
Survey the business and industry community to determine job requirements as they would affect curriculum and course content							
Procure instructors for adult and extension courses							
Assist in the development of special job preparatory, MDTA, and extension courses to be conducted by the school							
Provide work experience for students							
Assist coordinators in the development of a comprehensive library of technical books and periodicals							
Develop standards of completion for the various programs of the school							
Provide students with scholarships							
Reward outstanding students at special occasions							
Participate in educational programs with the students							
Provide speakers for instructors in various classes							
Assist the instructors in attending special business and industrial conferences and meetings							
Assist instructors in providing field trips for classes							
Make arrangements for instructors to meet with people from business and industry							

NOTE: PLEASE MAKE ANY ADDITIONAL COMMENTS PERTAINING TO THE ROLE OF ADVISORY COMMITTEES AS AN INTRICATE PART OF THE MORAINE PARK VTAE SYSTEM ON THE REVERSE SIDE

ADVISORY COMMITTEE
BACKGROUND INFORMATION CARD

Appendix F-5

Nominal Group No. ____________
Advisory Committee
Program ____________________

ADVISORY COMMITTEE MEMBERS
Background Information

1. Age ___ Circle One: Male Female

2. Business Location: __Dodge county __Fond du Lac county
__Green Lake county __Washington county __Other, specify

3. Circle One: Employer Employee Other, specify _____

4. a. How many persons are employed by your business in the area in which you serve as an advisory committee member? ________________

b. How many of these employees are MPTI graduates? ________________

5. How many semesters have you served on an advisory committee?

1 2 3 4 5 6

Letter sent to a sample of employers throughout the Moraine Park district inviting them to participate in an evaluation of MPTI courses and programs.

Appendix G-1

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Sir:

The Moraine Park Vocational, Technical, and Adult Education District Research and Development Department has undertaken a federally funded research project entitled "Course Content and Program Evaluation." The primary goal of this study is to determine if the three technical institute campuses located in our district are adequately preparing students for employment in a training-related field. We feel that to conduct a comprehensive study it is necessary to involve the Moraine Park Technical Institute instructors, students, advisory committee members, graduates who have been employed in a training-related job, and employers in the district.

There are two methods being utilized for the collection of data in this study. The primary source for gathering information is the Nominal Group Problem Identification Method. This is a four-phase group process which concentrates on the identification of problem areas relevant to the improvement of the programs offered at MPTI. The first step is an independent listing of problems encountered as an employer of MPTI graduates, suggested changes in our program objectives, etc. The second step is the verbal listing of ideas by all members of the group which are recorded on a flip chart. The third and fourth steps include the selection and ranking of priorities.

The employer or a staff person in a supervisory position is perhaps the most qualified to assist us in determining changes to be made to better prepare our students for employment. I am hopeful that you will assist us by taking a few moments from your busy schedule to complete the attached form and return it as soon as possible.

If you have any questions, please feel free to call me at 922-8611, extension 23. With your assistance this project should prove to be a valuable instrument in determining how to upgrade our programs.

Thank you for your cooperation.

Sincerely,

Art Marson

Art Marson
Research Department
Moraine Park VTAE District

☐ I will participate in a Nominal Group session to evaluate the

____ Programs

on ______________________ at ________ ________________.

☐ I will be unable to participate in a Nominal Group session, but I will take part in a personal interview. A convenient time for the interview would be ____.

☐ I am unable to partake in a Nominal Group session or arrange for a personal interview.

NAME ____________________________________

ADDRESS __________________________________

TELEPHONE ________________ AREA CODE ____________

NOTE: All participants in Nominal Group sessions remain anonymous. I ask for your name and address because it will serve as a valuable aid in further communications. Thank you for your cooperation.

COMMENTS:

Due to the small number of responses to a letter inviting area employers to participate in a Nominal Group session, it became necessary to develop an employer questionnaire.

This letter, along with the questionnaire, was sent to a large portion of the employer sample.

Appendix G-2

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Sir:

Recently you received a letter requesting your participation in a research project conducted by the Moraine Park Technical Institute entitled, "Course Content and Program Evaluation." The primary goal of this study is to determine if the programs offered at the three technical institute campuses in the Moraine Park District located in Fond du Lac, Beaver Dam, and West Bend are adequately preparing our students for employment in a training-related field.

The majority of responses to this letter indicated that a questionnaire would be the most appropriate means to obtain the information we desire. Therefore, I would appreciate it very much if you would take a few minutes from your busy schedule to complete the enclosed questionnaire and to return it in the self-addressed, return envelope.

Thank you very much for your cooperation. With your help this project will serve as a very valuable instrument in preparing our students to serve your company as future employees.

If you have any questions, please feel free to call me at (414) 922-8611, extension 23.

Sincerely,

Art Marson

Art Marson
Research Department
Moraine Park VTAE District

AM:ml

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Appendix G-3

MPTI COURSE CONTENT AND PROGRAM EVALUATION

Employer Questionnaire

Please answer questions 1-17 as completely as possible.

1. Age ________ Circle One: Male Female

2. Name of company, business, or institution ______________________________

3. Type of business ____

4. Your present job title ____

5. Length of time employed by company ____________________________________

6. Number of employees in your business __________________________________

7. Number of employees who are graduates of MPTI __________________________

8. If you do not employ MPTI graduates, please indicate what you feel to be the primary reason for not doing so. ______________________________
____
____

9. Number of employees who are in the ____________________________________
________________________________ field ________

10. What source(s) do you use to fill a job position at the vocational-technical level?
    a. ___ State Employment Service
    b. ___ Private Employment Service
    c. ___ High school guidance and placement office
    d. ___ Technical Institute guidance and placement office
    e. ___ Newspaper ads
    f. ___ Civil Service
    g. ___ Other, specify ____

11. What are your projected needs for ______________________________________
______________________________ in the next three years?
    a. ___ None
    b. ___ 1-3
    c. ___ 4-6
    d. ___ 7-10
    e. ___ 11-15
    f. ___ 16-20
    g. ___ Other, specify ____

12. Do you feel that employees in the ______________________________

___________________________ area would benefit from courses designed to update their knowledge and/or skills? Yes No

Comments: ____

____

____

13. Do you feel that the area of ____________________________________

___________________________ would profit if the technical institutes offered specialized instruction on an elective basis for students?

YES NO If yes, in what areas? ____________________________

____

Comments: ____

____

____

14. Do you feel that is is important that a student has work experience in an occupation-related field prior to graduation? YES NO

If yes; would your company, business, or institution consider participation in a student internship program? YES NO

Comments: ____

____

15. Do you feel that it should be mandatory that instructors who train students in ____________________________________ should secure summer employment in the area(s) in which they teach?

YES NO If yes, how often?

a. __ every year
b. __ every 2 years
c. __ every 5 years
d. __ other, specify ____________________________________

Comments: ____

____

16. Would you consider offering summer employment to instructors? YES NO

17. Would you like to learn more about the ______________________________

______________________________ program? YES NO

Comments: ______________________________

____

If you do not employ MPTI graduates please omit questions 18-21 and go on to question no. 22.

18. Do you feel that the materials and equipment used for instruction at MPTI are similar to those which the graduates from our programs will be using in your company, business or institution? YES NO

Comments: ______________________________

____

____

19. Generally, how do you rate the preparedness of MPTI graduates to perform their job:

a. __ more than adequate
b. __ adequate
c. __ adequate in most areas
d. __ less than adequate, but they are able to learn
e. __ less than adequate

Please list areas where deficiencies exist: ______________________________

____

Comments: ______________________________

____

20. Is it your experience with Moraine Park Technical Institute graduates that their educational background provides them with current skills and knowledge in their field, including familiarity with materials and equipment used? YES NO

If no, what areas are of most concern? ______________________________

____

____

21. Do you feel that MPTI graduates have a realistic idea of the wages and the responsibilities that they will have on their job prior to their graduation? YES NO

Comments: ______________________________

____

____

22. Any additional comments or suggestions: ______________________________

____

____

____

____

THANK YOU VERY MUCH

Background information sheet used by all employer participants in Nominal Group sessions.

Appendix G-4

Program ____________________

Nominal Group No. ___________

EMPLOYERS
Background Information

1. Age _____ Circle One: Male Female

2. Name of Company, Business, or Institution ________________________

3. Business Location: ___Dodge County ___Fond du Lac County
___Green Lake County ___Washington County ___Other

4. Type of Business ____

5. Your present job title ____

6. Length of time employed by company ____________________________

7. List any vocational-technical degree(s) which you have earned:

Program/Major	Degree Earned
____________________________	____________________________
____________________________	____________________________

8. Number of employees in your business __________________________

9. Number of employees who are in the ___ ___ ___ ___ field ___________

10. Number of employees who are MPTI graduates _____________________

11. What source(s) do you use to fill a job position?

a. __ State Employment Service
b. __ Private Employment Service
c. __ High School guidance and placement office
d. __ Technical Institute guidance and placement office
e. __ Newspaper Advertisements
f. __ Civil Service
g. __ Other, specify ______________________________________

12. What are your projected needs for ___ ___ ___ ___ ___ in the next three years?

a. __ None
b. __ 1-3
c. __ 4-6
d. __ 7-10
e. __ 11-15
f. __ 16-20
g. __ Other, specify ______________________________________

The following three letters are a sample of the letters sent to MPTI instructors and to the Student Senate president in an attempt to recruit student participants for Nominal Group sessions.

Appendix H-1

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

November 28, 1973

Miss Janeen Schultz
President, Student Senate
Moraine Park Technical Institute
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Dear Miss Schultz:

The Moraine Park District has recently undertaken a comprehensive federally funded research project entitled, "Course Content and Program Evaluation Model". In this study all programs in the departments of Agriculture, Business Education, General Education, Health Occupations, and Trade and Industry will be examined. The primary objective is to determine if the Technical Institute is adequately preparing students for employment in a training-related job.

In order to gain a comprehensive analysis I intend to involve instructors, students, graduates, employers, and program advisory committee members. The primary method used to collect data is a process involving a single group meeting with groups of 8 persons from each sector mentioned representing each of our programs.

I would very much appreciate it if we could meet at a time convenient to you to discuss the project and the organization of student participation. Please call me at extension 23 to arrange for a meeting.

Thank you for your cooperation.

Sincerely,

Patricia Callahan

Patricia Callahan
Research Specialist

PC:jmg

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

Appendix H-2

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: All Instructors, MPTI Fond du Lac Campus

FROM: Patricia Callahan

DATE: January 16, 1974

SUBJECT: Course Content and Program Evaluation
District Research Project

The Student Senate will be assisting us in recruiting students to participate in Nominal Group sessions for the District's Course Content and Program Evaluation Research Project. During the weeks of January 21-25 and March 4-8 members of the senate may ask you for 10 minutes of your class time for the purpose of explaining the project and organizing student volunteers. Mr. Lindgren is aware of the Student Senate's assistance in this project and has granted permission upon the approval of the instructors.

Also, a small number of students who volunteer to participate in the project may request permission to be excused from a class. They will ask your permission to do so prior to the Nominal session date. Your assistance in this endeavor will be very much appreciated.

Thank you for your cooperation.

ml

Appendix H-3

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Mr. Herbert Nitschke

FROM: Art Marson

DATE: February 20, 1974

SUBJECT: Course Content and Program Evaluation

The Moraine Park VTAE District is presently conducting an evaluation of its courses and programs. The primary goal of this study is to determine if the three technical institute campuses located in our district in Beaver Dam, Fond du Lac, and West Bend are adequately preparing our students for employment in a training-related field.

At the present time, we are concerned with organizing student groups representing each program for participation in a Nominal Group Problem Identification session. I would appreciate it very much if you would permit me to speak to the students in your Fabrication Welding 2 class on Monday, February 25, at 10:00 a.m. It is expected that this process will only take ten to fifteen minutes of your class time. I have previously spoken with Mr. Paul Morin concerning this method of recruiting students.

If this request conflicts with your plans for Monday's class or if you have any questions, please contact me at extension 23.

Thank you for your cooperation.

A memorandum was distributed to all instructors who would be affected by students missing a class period in order to participate in a Nominal Group session.

This memorandum was to inform instructors when students would be missing class. In addition to this letter, all students were instructed to contact their instructors and to be excused from class prior to attending a Nominal Group session.

Appendix H-4

MORAINE PARK VOCATIONAL, TECHNICAL& ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Messrs. Nelson, Reinhardt, Meier, Herzig, Sheridan, Nevicosi, Baird, Seemann, and Durdin. Mmes. Miller, Aplin, Capelle, Borndahl, and Wolff.

FROM: Art Marson, Pat Callahan

DATE: March 19, 1974

SUBJECT: Course Content and Program Evaluation Project

As you may recall, the Moraine Park VTAE District is presently conducting an evaluation of its courses and programs.

Nominal Group sessions have been conducted with advisory committees representing fourteen of our programs and with the instructors at the Fond du Lac campus. Presently, we are in the process of conducting Nominal Group meetings with the students from each program. In most cases we have been able to schedule these meetings with the students at a time that does not conflict with their class schedule. However, in some cases it was necessary that these very important meetings were scheduled at a time where there exists the possibility of missing one class.

The students have been advised to inform their instructors if this possibility occurs. It is hoped that you will assist us in this endeavor by granting permission for a student to be excused from class if it is necessary for their participation in a Nominal Group session. We have spoken with Mr. Allen Lindgren, Mr. Lee Flanders, and Mr. Paul Morin concerning this.

Thank you for your assistance and cooperation in this matter. It is very much appreciated.

Background Information sheet completed by MPTI students who participated in a Nominal Group session.

Appendix H-5

Nominal Group No. ____________
Program ____________________

STUDENT
Background Information

1. Age ___ Circle One: Male Female

2. Circle the MPTI Campus you attend: Beaver Dam Fond du Lac West Bend

3. Semesters completed: 1 2 3 4 Other, specify ____________________

4. Which response best describes your satisfaction with your educational program:

   ___ a. highly satisfied
   ___ b. satisfied
   ___ c. not satisfied but I will complete the program
   ___ d. not satisfied and I will change programs next semester
   ___ e. not satisfied and I do not intend to return next semester

5. Who were the most influential in your decision to enroll at MPTI?

   ___ a. relative
   ___ b. friend
   ___ c. MPTI student
   ___ d. high school counselor
   ___ e. MPTI staff member
   ___ f. Other, specify ____________

A copy of the letter sent to all 1972 and 1973 graduates for whom an address was available. The second letter is a special letter sent to graduates from the Farm Training program.

Appendix I-2

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Graduate:

The Moraine Park Vocational, Technical and Adult Education District has undertaken a federally funded research project entitled, "Course Content and Program Evaluation Model". The programs under study are in the Agriculture, Business, General Education, Health Occupations, and Trade and Industry departments.

Your name has been randomly selected from a listing of recent graduates of MPTI and I invite you to assist us as a participant in this study. As a graduate of a vocational-technical program, you are in the best position to evaluate the program curriculum by identifying areas in which you feel improvement is desirable. A person who has recently been trained and employed in their field is best able to offer a constructive critical analysis. If MPTI is to keep current with the demands of employers it must offer relevant and updated curricula. The experience you have gained since graduation gives you the key to answering many of our questions on how we can better prepare the student for employment.

The most common means of acquiring this type of information is through a questionnaire. However, we are using a method which experience shows is more interesting, productive, and enjoyable. It is called the Nominal Group Problem Identification Method and it involves the interaction of people in small groups in which they verbalize and discuss their ideas, and determine priorities through secret balloting. The meeting will take 2 to 2½ hours.

Because the graduates from your class which we hope to meet with for a Nominal Group are often located in various communities in the county and state, I would very much appreciate it if you would consider meeting with them at a central location. Whenever possible, the meetings will be held at a Moraine Park Technical Institute located in Beaver Dam, Fond du Lac, or West Bend.

Please take a few minutes from your busy schedule to complete and return the enclosed form, indicating your preference for participation in a Nominal Group Session. Return it in the enclosed envelope. No names will be used in this study.

I will be contacting you after I receive your reply. If you have any questions please call me at 922-8611. Thank you for your cooperation.

Sincerely,

Patricia Callahan

Patricia Callahan
Research Specialist

PC:jmg
Enc.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

Appendix I-2

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

March 27, 1974

Dear Graduate:

The Moraine Park VTAE District is presently engaged in a comprehensive study entitled "Course Content and Program Evaluation". The primary goal of this study is to determine if the three technical Institute campuses located in our district are adequately preparing our graduates for employment in a training-related field. In order to accomplish this comprehensive study it is necessary to involve graduates from our programs, our present students, instructors, advisory committee members, and employers of our graduates.

The primary method for gathering information for this study is the Nominal Group Problem Identification Method. This method involves a group of 5 to 9 persons of similar background who identify, rank, and determine priority problem areas within our programs that can be considered for change. There is only one meeting and it lasts approximately two hours.

I would very much appreciate your assistance in this study to determine if there are weaknesses in our Farm Training program, and if so, in what areas changes can be made. As a graduate from this program you are in an excellent position to help us determine if we are adequately preparing our Farm Training students to become successful farmers.

A Nominal Group meeting has been scheduled for graduates from the Farm Training program on Tuesday, April 9 at 7:00 p.m. in the conference room at the Technical Institute in Fond du Lac.

I would appreciate it very much if you would take ten minutes from your busy schedule to indicate your preference for attending this meeting and to return the enclosed slip. I ask for your name and address so that a reminder of the time, day, and location can be mailed to you. No names will be used in this study.

Thank you for your cooperation. With your assistance this will prove to be a very beneficial study.

Sincerely,

Art Marson

Art Marson
Research Department
Moraine Park VTAE District

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Appendix I-3

Nominal Group No. ______________
Program ________________________

GRADUATE
Background Information

1. Age ___ Circle One: Male Female

2. Circle the MPTI Campus you attended: Beaver Dam Fond du Lac West Bend

3. Check the one which applies:
   ___ a. I graduated from the program
   ___ b. I completed the required program hours but did not graduate
   ___ c. I withdrew after completing 50% or more of the program
   ___ d. I withdrew before completing 50% of the program

4. When did you graduate or leave MPTI: _____ Month _____ Year

5. Is your present job in the area for which you were trained?
   ___ a. Yes
   ___ b. No, but I have had a training-related job(s) since graduating
   ___ c. No, and I have not had a training-related job since graduating
   ___ d. No, and I do not desire a training-related job
   ___ e. I am presently unemployed

6. In what county is your employer located: __Dodge __Fond du Lac
   __Green Lake __Washington __Other

A copy of two memorandums sent to management staff members inviting them to participate in a Nominal Group session. In addition to these memos, staff members were contacted in person for participation in Nominal Group sessions.

Appendix J-1

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO:

FROM: Art Marson, Research Department

DATE: April 8, 1974

SUBJECT: Course Content and Program Evaluation

As you are aware, the Moraine Park VTAE District is conducting a federally funded research project entitled, "Course Content and Program Evaluation". The primary goal of this study is to determine if the three technical institute campuses located in our district are adequately preparing our students for employment in a training-related field.

The primary method being used to obtain information for this study is the Nominal Group Problem Identification Method. It is a structured method consisting of four steps which include the individual listing of problem areas, the recording of these ideas on a flip-chart, the selection of the 10 most important items, and the ranking of these items in order of priority.

A Nominal Group session has been scheduled on Wednesday, May 1, at 9:00 a.m. in the conference room at the Fond du Lac Campus. I would appreciate it very much if you would take a few minutes from your busy schedule to indicate your preference for attending this meeting. From a discussion I had with Mr. Lindgren and Mr. Smedburg I was informed that you may be very busy at this time of the year, and possibly you would be unable to attend this meeting. This is certainly understandable. However, I feel that you should have the opportunity to attend such a session. If you are able to participate in the Nominal Group session it will be greatly appreciated.

Thank you very much for your cooperation. If you have any questions or comments, please contact me at extension 23.

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO:

FROM: Art Marson, Research Department

DATE: April 15, 1974

SUBJECT: Nominal Group Session

Recently you received a request to participate in a Nominal Group session as a part of a research project entitled, "Course Content and Program Evaluation". The session had been scheduled on Wednesday, May 1, 1974.

I was informed that the majority would be unable to attend this session due to meetings with high school students on this day. Therefore, the meeting has been canceled for May 1, and it is rescheduled for Thursday, May 2, at 9:00 a.m. The meeting will be in the conference room at the Fond du Lac Campus.

I would appreciate it very much if you would take a few minutes from your busy schedule to return the enclosed slip indicating your preference for attending this meeting.

Thank you very much for your cooperation. I hope that this new time will be more suitable and that we will be able to conduct this meeting as rescheduled.

Appendix J-3

MANAGEMENT STAFF
Background Information

Nominal Group No. ____

Age ___ Circle One: Male Female

Present position at MPTI ____

Length of time employed at MPTI Years_____ Months______

Length of time in present position Years_____ Months______

Degrees and credits you have earned:

a. B.S. degree ___________ ___________________ ___________
Major School State

b. Graduate credits ___________ ______________ ___________
Major No. of Credits School

c. Masters degree ___________ ___________________ ___________
Major School State

d. Post-graduate credits ___________ ______________ ___________
Major No. of Credits School

All Nominal Group results were sent to persons associated with the programs for which the Nominal Group participants were a representative. This following memorandum is a sample of the note that was attached to these Nominal Group results

Appendix K-1

MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Messrs. Lindgren, Morin, Flanders, Wyant, Knueppel, Gibbons, Koski, Horne, and Koene. Mmes. Bell and Melang.

FROM: Miss Pat Callahan

DATE: December 28, 1973

SUBJECT: Nominal Group Sessions - Course Content and Program Evaluation

Enclosed are copies of all instructor Nominal Group Sessions which have been conducted. These include two groups representing the Fond du Lac Business Education and Trade and Industry departments, and one group representing the Health Occupations and General Education departments. The Agriculture department Nominal Session with instructors will be conducted on January 3, 1974, and the instructors from West Bend and Beaver Dam are scheduled to participate in mid-January.

The raw data is organized in priority ranking order. Some of the responses are followed by one or more "X's" which signifies that this number in addition to the original respondent identified the response in the first step, which is an independent listing of ideas. The points which were awarded each response by the participants in the priority ranking step follow. The numbers are determined by the selection of the 10 most important responses by each participant to which each item is given points of 1-10 by priority. The total is then indicated followed by the rank it received which is determined by the culmination of points awarded.

I have suggested that, if possible, it might be beneficial to discuss the results from these sessions with the participants.

If you have any questions or comments, please contact me.

jmg

Appendix L-1

TELEPHONE CALLS

PERSONS CONTACTED	LONG DISTANCE	LOCAL
Advisory Committee Members	50	33
Employers	12	8
Graduates	29	53
Other	17	16
TOTAL	108	110

This chart includes all telephone calls made by the researcher in contacting persons for Nominal Group sessions and in followup on participants.

The following are letters that were received during the course of this research project. They have been selected as a sample of the many letters and notes received by the researcher in reply to a request to participate in a Nominal Group session.

Appendix M-1

Dear Miss Callahan:

I regret that I have never been "officially" contacted about the advisory committee and being a member. My name was mentioned once about 8 years ago and I have had no further information or been in contact with anyone who could tell me anything about this committee, the work involved, or just what being a "member" means.

Therefore, if my name appears anywhere connected with the advisory committee please have it removed.

I have no idea of what it all means and quite frankly I don't want to be involved.

Thank you,

Appendix M-2

February 19, 1974

Mrs. Pat Callahan
Moraine Park Vocational Technical
and Adult Education District
235 North National Avenue
Fond Du Lac, WI 54935

Dear Mrs. Callahan:

I have received your recent letter and reminder requesting participation in the "Course Content and Program Evaluation Model" research project.

Excuse my not writing you immediately but I assumed your mailing of the questionnaire was just a matter of an outdated roster being used for that purpose.

Since I have not been an MPTI advisory committee member for some time, would you please correct your records accordingly.

Thank you.

Very truly yours,

Appendix M-3

January 9, 1974

Miss Patricia Callahan, Research Specialist
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Miss Callahan:

Re: Course Content and Program Evaluation Model

A questionnaire regarding the above study had been sent to Mr. Robert Schultz.

We want to advise you that Mr. Schultz is no longer employed at and that you may want to select another individual for your advisory group.

Sincerely,

Appendix M-4

February 15, 1974

Dear Patricia Callahan:

Since I cannot attend the Nominal Group Session to be held on Tuesday, March 12, 1974 in Fond du Lac, I would like to share with you a few of my ideas on evaluating program curriculum at MPTI.

The program curriculum at MPTI could be helped by changing courses from 6-8 weeks, to semester courses. A student would be better prepared for his or her job at the end of that period.

The little time that was spent on them I feel isn't long enough to attain the necessary skill. Just to give you an example, I have found from my own job hunting, that employers are looking for people with a year or two of experience in key punching.

Also from my own experience too, I think it would be helpful to any student to get a part-time office job while attending MPTI. On the other hand have the students observe offices and talk with employees about their jobs. Give the students a more realistic idea of the job world for those who have never worked much in their teens.

My last suggestion is to teach clerical students how to use the bookkeeping machine. Some offices do use this, it may be very beneficial to a clerical student.

Sincerely,

Appendix M-5

Germantown, Wis.
April 1, 1974

Moraine Park Technical Institute

Mr. Art Marson:

I am very sorry I will not be able to attend the group session on April 9.

I feel the Farm Training program has helped me a great deal in my farming operation. Keep up the good work.

The only suggestion I have to make is to urge all the graduates to enroll in the next Farm Training program. Agriculture is changing so fast a farmer just does not have time to keep up with all the latest developments. Here your instructors can help the farmers very much.

As you know, the Germantown district which I live in, is now in the MATC. I have enrolled in all the farm classes the past two years and also served on the advisory committee. I have enjoyed it very much.

Thank you,

Appendix M-6

I graduated with honors from the Clerk Typist program. I had jobs offered to me, but the pay was only $2.00 an hour or less. I was working my way through school and was making $2.12 an hour. I'm still working at the same job that put me through school and am now making $2.27. I didn't want to take a pay cut just to be a Clerk Typist.

I work at Maple Manor Nursing Home and plan on getting into the LPN course at Moraine Park.

If you need any more information from me just phone or write.

Thank you.

Appendix M-7

Dear Sir:

On March 30 I received your letter in regard to the Course Content and Program Evaluation Model". I'm sorry for the delay of my reply but since my graduation from MPTI-Fond du Lac I've married and moved a considerable distance from the Fond du Lac, Beaver Dam, or West Bend areas. It was because of your second reminder that my parents immediately forwarded your first to me. (I am presently located in Menomonie, WI which is some 250 miles northwest from Fond du Lac.)

After reading your letter and card, I felt it would be a bit inadequate to simply check the "I will not be able to participate" box and mail it back without giving a few of my own thoughts.

Since my graduation from MPTI I've worked at Fond du Lac in a Data Processing installation for about a year. I'm presently working as both secretary and bookkeeper for a somewhat small business. Quite frankly, I've been able to put to use almost all of what I've learned from my year of vocational training.

There are times that I can remember wishing that the courses were extended for another year, but I found that even after I graduated much of what I had learned, especially in the area of Data Processing, was already becoming out-dated and to extend the course to two years would have made it worse. Generally though, I would say that I will not regret having taken a year of vocational training. It has given me a basic knowledge of several different areas of business which are of value to me now. I can only hope that the vocational schools will continue to update their programs so that others can achieve a personal satisfaction as I have.

Sincerely,

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 12 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES